



2021 – 2022 Continuing Approval Review Report Alamo Colleges Educator Preparation Program

PURPOSE

Texas Education Agency (TEA) Education Specialists Emily Carrizalez and Lorrie Ayers conducted a five-year Continuing Approval Review of the Alamo Colleges Educator Preparation Program (AC EPP) October 26-28, 2021. 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 (5) years...". Jessica Rendon was identified as the program's Legal Authority. Pauline Ramirez was identified as the Backup Legal Authority and the primary EPP contact for the review process. AC EPP was approved as an EPP on May 4, 2001. At the review, the EPP was rated Accredited-Probation (Year One) for 2018-2019 and Not Rated: Declared State of Disaster for 2019-2020. The risk level was Stage 1 (high). The EPP reported 13 finishers for the 2020-2021 reporting year and 16 finishers for 2019-2020.

At the review, AC EPP was approved to certify candidates in the Teacher class. The EPP is approved to certify candidates through the alternative certification (ACP) route.

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 "Virtual On-site" 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 Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

The EPP staff participating at various stages in the review process were Jessica Rendon, Pauline Ramirez, and Melissa Stewart.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by various means. A Status Report and related program documents were submitted to TEA on October 10, 2021. Additional EPP documents, including records for ten candidates, were submitted on October 25, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and data triangulation was used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

"Findings" indicate evidence collected during the review process. If the program is "not in compliance" with any identified component, the program should consult the TAC and correct the issue immediately. A "Compliance Plan" was drafted during the review that identifies compliance



issues to be addressed and a timeline for completion. "Recommendations" are suggestions for general program improvement, and no follow-up is required.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA reviewed Governance documents submitted with the Status Report to determine compliance.
- The advisory committee membership, input provided by members, advisory committee member training, and meeting frequency meets requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to AC EPP. [19 TAC §228.20(c)]
- AC EPP has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program website. The AC EPP website is comprehensive and transparently provides all the information candidates, applicants, and prospective applicants need. Their website is easy to navigate and informative for all stakeholders. [19 TAC §228.20(g)]
- As required, AC EPP submitted the Status Report for the EPP Review on October 10, 2021. [19 TAC §228.10(b)(1)]
- Per TEA records, AC EPP has been approved to offer clinical teaching since 2010. [19 TAC §228.10(c)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Alamo Colleges EPP was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- AC EPP has informed applicants of the required information about the EPP. Program admission requirements, program completion requirements, the effects of supply and demand on the educator workforce, and the performance of the EPP over five (5) years were found on the EPP website. [19 TAC §227.1(c)(1-3)]
- AC EPP has informed applicants and candidates about the required information regarding criminal history. The information was found on the EPP website and in the EPP application. [19 TAC §227.1(d)]
- A total of 10 Teacher records were reviewed.
- All 10 Teacher candidates held the minimum of a bachelor's degree at the time of admission. Official transcripts were provided as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Eight out of 10 Teacher candidates have met the minimum GPA requirement for admission. The GPA range was 2.53-3.60. Two (2) out of 10 Teacher candidates sought the Trade and Industrial Education 6-12 certificate and were exempt from the GPA



requirements. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]

- Before admission, teacher applicants must demonstrate content knowledge by completing at least 12 semester credit hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or by passing a pre-admission content test (TX PACT). Eight out of 10 Teacher records contained evidence that the candidates met the requirement. Official transcripts served as evidence. Two (2) out of 10 Teacher candidates sought the Trade and Industrial Education 6-12 certificate and were exempt from the semester credit hours requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills before admission. Nine out of 10 candidates met the basic skills requirement per official transcripts bearing TSI requirements or exemption. One (1) out of 10 candidates met the basic skills requirement (exemption) via their military experience. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. All 10 Teacher candidates met the English language proficiency requirement per official transcripts from the U.S. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. AC EPP applicants complete a three (3) part admission screen that includes an interview, a reading passage, and written responses to three questions. Each part is scored on a rubric and includes a specific cut score that must be met. Candidates that do not meet the cut score are not admitted to the EPP. Each of the 10 candidate records included Teacher Candidate Interview rubrics and screening documentation. The program met the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- An applicant must submit an application to the EPP. Each of the 10 candidate records included an application to the EPP. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- AC EPP requires each Teacher applicant to have at least a 3.00 GPA. Seven out of 10 records reflected a GPA of at least 3.00. One (1) out of 10 records did not have a GPA at or above 3.00. Two (2) out of 10 Teacher candidates sought the Trade and Industrial Education 6-12 certificate and were exempt from the GPA requirements. The program met the requirement as prescribed. [19 TAC §227.10(a)(9)]
- AC EPP requires each Teacher applicant to submit references and take the TX PACT. The EPP does not require a PACT for applicants with a master's degree. All 10 records included evidence of references collected at admission. Five (5) out of 10 candidates took a PACT before admission, and four (4) out of 10 candidates were not required to take a PACT because they had a master's degree or were Trade and Industrial Education candidates. One (1) out of 10 records included an applicant admitted without a passed PACT. The program met the requirement as prescribed. [19 TAC §227.10(b)]
- Formal Admission to the EPP includes a written offer of formal admission from the EPP to the applicant and a written acceptance of the offer of formal admission from the applicant to the EPP. All 10 records included documentation of each candidate's written



offers of admission and the written acceptance from each candidate. The program met the requirement as prescribed. [19 TAC §227.17]

- The effective date of formal admission must be included in the formal admission offer. Five (5) out of 10 records contained a written offer of admission with the formal admission date identified in the offer. Five (5) out of 10 records did not include an effective date of formal admission in the written offer of admission. Current records show the EPP has changed its process, and it now reflects alignment with TAC; effective dates were embedded in the offer letters for recently admitted candidates on the designated candidate list. AC EPP is out of compliance for five (5) candidates. This item is not included on the compliance plan with the agreement that the EPP must continue to implement their current formal admission process, including the effective date of admission embedded in the offer of formal admission. [19 TAC §227.17(d)]
- AN EPP must notify TEA within 7 calendar days of a candidate's formal admission. Per formal offers of admission and ECOS records, 8 out of 10 candidate's admission were reported to TEA within 7 calendar days. Two (2) out of 10 candidate's admission were reported to TEA within 8 calendar days. The program met the requirement as prescribed. [19 TAC §227.17(e)]
- Per records in ECOS, formal admission letters, and EPP coursework, none of the 10 candidates reviewed received coursework before being admitted to the EPP [19 TAC §227.17(f)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, the Alamo Colleges EPP is in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed curriculum documents, course syllabi, and a variety of performance-based assessments and corresponding rubrics to determine compliance.
- Per the Status Report, course syllabi, alignment charts, and the Scope and Sequence document, AC EPP provided a standards-based curriculum. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- Evidence of the use of TEKS was identified in course materials, but there was no evidence of instruction on how to read, understand, use, assess, and vertically align TEKS. The program did not meet the requirement as prescribed. [19 TAC §228.30(a)]
- AC EPP curriculum is research-based. Evidence of a research-based curriculum was verified through citations included in the modules in online coursework. The program met the requirement as prescribed. [19 TAC §228.30(b)]
- The Educators' Code of Ethics is taught in the PPR Module EPP 1003. Syllabus links to the TEA modules on YouTube served as evidence. [19 TAC §228.30(c)]



- Mental health, substance abuse, and youth suicide is taught in EPP 1003. Syllabus links to training from a TEA-approved vendor (TBSI and Tx Suicide Prevention) served as evidence. [19 TAC §228.30(c)]
- Dyslexia instruction is taught in EPP 1003. Syllabus links to the modules through ESC Region 10 served as evidence. [19 TAC §228.30(c)]
- The high expectations for students in this state are taught in EPP 1002-101. Course materials served as evidence. [19 TAC §228.30(c)]
- The importance of building strong classroom management skills was not evident in the syllabi, coursework, or online course materials accessed in the online platform. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)]
- AC EPP curriculum includes coursework on teacher evaluation in EPP 1002-101. Evidence of instruction on the principal evaluation framework was not evident. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)]
- Appropriate relationships, boundaries, and communications between educators and students are taught in PPR Module EPP 1003. Links to the TEA modules available on YouTube served as evidence. [19 TAC §228.30(c)]
- AC EPP requires candidates to complete technology training through the PACT website. However, this resource does not include a digital literacy evaluation followed by a prescribed curriculum. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)]
- English Language Proficiency Standards are addressed in EPP 1006-401, evidence of instruction in special populations served as evidence. [19 TAC §228.30(d)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in EPP 1010-201. Course materials, specifically lesson plan assignments, served as evidence. [19 TAC §228.30(d)(3)]
- Reading instruction in the ELAR with STR module for Core Subject EC-6 and Core Subject 4-8 courses was evident. Evidence that reading instruction was provided to candidates in other certificate areas was not evident based on the syllabi, coursework, and course materials reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)]
- Evidence of instruction in the Texas Teachers standards was identified except for standard 6-Professional Practices. TEA was unable to verify instruction in Professional Practices based on the syllabi, course materials, and coursework reviewed. TEA recommends including additional instruction and practice for candidates in data-driven instruction. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.30(a) – TEKS Instruction
Action: Submit course outlines, course syllabi, or instructor lesson plans reflecting evidence of instruction in how to read, understand, use, assess, and vertically align the TEKS that will be provided to candidates in all certificate areas.
EPP needs to update coursework, so candidates receive instruction on TEKS. The EPP needs to update course syllabi to reflect updated coursework if necessary.
- 19 TAC §228.30(c) – Classroom Management Skills



Action: Submit course outlines, course syllabi, or coursework reflecting evidence of instruction on the importance of building strong classroom management skills that will be provided to candidates in all certificate areas.

EPP needs to update coursework, so candidates receive instruction on classroom management skills. The EPP needs to update course syllabi to reflect updated coursework if necessary.

- 19 TAC §228.30(c) – Principal Evaluation Framework

Action: Submit course outlines, course syllabi, or coursework reflecting evidence of instruction on the principal evaluation framework that will be provided to candidates in all certificate areas.

EPP needs to update coursework to receive instruction on the principal evaluation framework. The EPP needs to update course syllabi to reflect updated coursework if necessary.

- 19 TAC §228.30(c) – Digital Literacy

Action: Submit course outlines, course syllabi, or coursework reflecting evidence of instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum that will be provided to candidates in all certificate areas.

EPP needs to update coursework, so candidates receive a digital literacy evaluation that is aligned with ISTE standards followed by instruction in digital learning to address deficiencies uncovered by the evaluation. The EPP needs to update course syllabi to reflect updated coursework if necessary.

- 19 TAC §228.30(d) – Reading Instruction

Action: Submit course outlines, course syllabi, or coursework reflecting evidence of reading instruction, including that improves students' content-area literacy, that will be provided to candidates in all certificate areas other than EC-6 and 4-8.

EPP needs to update coursework so candidates receive reading instruction, including instruction that improves students' content-area literacy for all certificate areas.

- 19 TAC §228.30(d) – Teacher Standards

Action: Submit course outlines, course syllabi, or coursework reflecting evidence of instruction on Texas teacher standard 6 (Professional Practices) that will be provided to candidates in all certificate areas.

EPP needs to update coursework, so candidates receive instruction on all Texas teacher standards. Also, update coursework to include additional practice in data-driven instruction

Based on the evidence presented, Alamo Colleges EPP is not in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- AC EPP provided limited rubrics, so TEA could not verify if the EPP adequately prepares candidates and ensures the candidates will be effective in the classroom. The EPP needs to incorporate standards-based rubrics to assess candidate mastery before



starting their internship or clinical teaching experience. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(1)]

- Per the case studies, lesson plans, reflections, content-specific methodology, and face-to-face interaction, AC EPP provides rigorous, intensive, interactive, candidate-focused, and performance-based coursework and training. [19 TAC §228.35(a)(2)]
- All coursework must be completed before EPP completion and standard certification. AC EPP transcripts served as evidence that all 10 Teacher candidates completed their coursework before EPP completion and standard certification. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- AC EPP has procedures for allowing relevant military experiences and procedures for prior experience, education, or training. This policy is available on the EPP website and in the candidate handbook. [19 TAC §228.35(a)(5)(A-B)]
- AC EPP submitted certificates from attending Quality Matters (QM) training but has not yet submitted any curriculum materials for QM review. The EPP must meet or be making progress towards meeting QM certification. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(6)]
- Candidates for initial teacher certification exceed the minimum requirement of 300 coursework hours. Of the 10 candidates, 9 candidates met or exceeded the coursework requirement. AC EPP transcripts served as evidence of completed coursework. One (1) out of 10 candidates' coursework did not meet the 300-hour coursework requirement. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- All 10 Teacher candidates completed at least 150 hours of coursework before clinical teaching or internship. The AC EPP transcripts and FBE logs served as evidence of completed coursework. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)]
- AC EPP provided limited evidence of aligned rubrics for performance-based assessments, so TEA could not determine candidate proficiency in the required pre-service coursework. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(2)]
- Per FBE documentation, 9 out of 10 candidates met or exceeded the minimum FBE 30 clock hour requirement. The EPP provided FBE logs and reflections as evidence. The program met the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Per FBE documentation, 9 out of 10 candidates completed their FBE hours in two (2) or more settings. One (1) out of 10 candidates completed the FBE during COVID-19 under the electronic FBE allowances. AC EPP requires all candidates to complete FBE in elementary, middle school, and high school. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)]
- Per FBE documentation, two (2) out of 10 records included at least 15 hours of interactive FBE. Due to inconsistent documentation, TEA could not verify the number of interactive hours and observational hours. One (1) to two (2) reflections were provided for 7 out of 10 candidates, and three (3) out of the 7 included three (3) or more reflections. Due to insufficient documentation, TEA could not determine which reflection matched up with which FBE. The program did not meet the requirement as prescribed for the required 15 hours of FBE and the required reflections. [19 TAC §228.35(e)(1)(A)]



- Four (4) out of 10 records included the use of electronic FBE. Per the FBE logs and reflections, no more than 15 hours were completed electronically for three (3) out of the four (4) candidates. One (1) of the four (4) candidates completed their FBE during COVID-19 under the electronic FBE allowances. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)(B)]
- Six out of 10 Teacher ACP candidates completed an internship experience, and four (4) out of 10 Teacher ACP candidates completed a clinical teaching experience. Clinical teaching and internship placement documentation served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)]
- All four (4) clinical teaching candidate records included their clinical teaching placement documentation, which verified their placement aligned to the certificate area they sought for initial certification. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)]
- Per clinical teaching logs, three (3) out of four (4) clinical teaching candidates met the 70-day minimum requirement. One (1) out of four (4) candidate records showed the candidate had completed 66.5 full days, which is allowable because it occurred before the 70-day requirement went into effect. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]
- Per field supervisor observation instruments, all four (4) clinical teaching candidates demonstrated proficiency in each educator standard. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Three (3) out of four (4) candidates had a recommendation for standard certification from their field supervisor per signed recommendation forms. All four (4) records included a signed recommendation for standard certification from the cooperating teacher and campus principal. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Per observation documents, all 6 intern Teacher candidates completed a full-year internship under the supervision of their EPP. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- An internship must be in a classroom assignment that matches the category for which the EPP prepares the candidate. Internship placement information and documentation were available for all 6 intern candidates. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- Per records of class schedules, statements of eligibility, and placement information, all 6 intern candidates were in a placement of their subject and grade level for at least four hours each day. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iii)]
- All 6 intern candidates held an intern or probationary certificate while participating in the internship. This was verified through effective dates on the certificates in ECOS. [19 TAC §228.35(e)(2)(B)(iv)]
- Per field supervisor observation instruments, all 6 intern candidates demonstrated proficiency in each educator standards during their internship. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Successful completion of the internship and recommendation for standard certification was collected for all 6 intern candidates from the candidates' field supervisors and the



campus supervisors. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]

- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. All 10 Teacher candidates received experience, including the start of the school year through their internship, clinical teaching, or field-based experience. Documentation of internship assignments, clinical teaching assignments, and FBE documentation served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(4)]
- All 6 internship assignments and four (4) clinical teaching assignments were in an actual school setting per placement documentation and observation documentation provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- All 10 Teacher candidates were assigned a cooperating teacher or mentor per candidate placement information. The program met the requirements as prescribed. [19 TAC §228.35(f)]
- Cooperating teachers and mentors must meet the qualification requirements outlined in TAC. All 10 records included the certificates for each mentor and cooperating teacher showing each held a certificate aligned with the certificate the assigned candidate was seeking. Evidence of the mentors' and cooperating teachers' years of experience and accomplishments as an educator, as shown by student learning, was not provided. TEA was unable to verify these qualifications for all 10 mentors and cooperating teachers. The program did not meet the requirement as prescribed. [19 TAC §228.2(14), §228.2(26)]
- All 10 records included dated training materials showing evidence of cooperating teacher and mentor training by the EPP. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- The EPP training provided to cooperating teachers and mentors must occur within three (3) weeks of being assigned to a candidate. Eight out of 10 records included evidence that cooperating teacher and mentor training occurred within three (3) weeks of being assigned a candidate. Two (2) out of 10 records included evidence of training, but it was dated more than three weeks after the candidate's assignment. The program met the requirement as prescribed. [19 TAC §228.2(14), §228.2(26)]
- All 10 records included evidence of an assigned field supervisor. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors must hold the required credentials appropriate for the candidate being supervised. There were two field supervisors used for all 10 candidates. Both field supervisors met the qualification requirements per their educator certificates and resumes. The program met the requirement as prescribed. [19 TAC §228.2(18)]
- Both field supervisors completed TEA-approved observation training; their TTESS certificates served as evidence. The EPP has used the same two field supervisors for multiple years. Email records of field supervisors receiving updated copies of the handbook and email reminders regarding observation rules in TAC and the Alamo Colleges contract, including the field supervisor job responsibilities and functions, served as evidence of local field supervisor training. The EPP should continue to provide updated field supervisor requirements and updates made to rules in TAC requirements



to their field supervisors annually. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]

- Initial contact between the candidate and field supervisor must occur within the first three weeks of the candidate's assignment for the Teacher class. Per email communication and orientation documentation, all 10 candidates received initial contact from their field supervisor within the first three weeks of their assignment. The program met the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), §228.35(j)]
- All 10 records included evidence that each candidate received a pre-and post-observation conference for each observation. Pre-Conference Forms and field supervisor observation instruments served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- Observation instruments completed by field supervisors documented educational practices observed for all 10 Teacher candidates. The program met the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- For each formal observation, the field supervisor must provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Four (4) out of 10 records included evidence, via signature, that written feedback was provided to the candidate's mentor. Six out of 10 records included insufficient evidence, so TEA could not verify if written feedback was provided to the candidate's mentor or cooperating teacher. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & §228.35(h)]
- Field supervisors must collaborate with the candidates and their cooperating teacher, mentor, or campus supervisor during their clinical experiences. Insufficient evidence was provided, so TEA could not verify the collaboration between the assigned field supervisor and cooperating teacher or mentor. Signed observation forms served as evidence of collaboration between the field supervisor and the campus administrator for 6 out of 10 intern candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & §228.35(h)]
- Formal observations conducted by the field supervisor must meet the duration, frequency, and format requirements. Per formal observation documents, all observations for the 10 Teacher candidates were reported as being at least 45 minutes in duration. All four (4) clinical teaching candidates received their first formal observation within the first third of clinical teaching. All 6 intern candidates received their first observation within the first 6 weeks of their assignment. Five (5) out of 6 intern candidates met the number of observations, and one (1) out of 6 met the required observations under the Governor's declaration of disaster during the spring of 2020 when the schools were closed. All four (4) clinical teaching candidates met the number of observations. The program met the requirements as prescribed. [19 TAC §228.35(g)(1-8)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.35(a)(1) – Adequate Preparation
Action: Submit performance-based assessments and corresponding standards-based rubrics for courses candidates are required to take before clinical teaching or internship for all certificate areas.
Update performance assessments to include rubrics aligned to the educator standards and measure the candidate's mastery.



- 19 TAC §228.35(a)(6) – Quality of Online Coursework
Action: Submit a written plan to move forward with Quality Matters certification, signed by the EPP Legal Authority. Include key benchmark dates/goal deadlines.
- 19 TAC §228.35(b)(2) – Pre-Service Coursework Requirements
Action: Submit performance-based assessments and corresponding standards-based rubrics for courses candidates are required to take before clinical teaching or internship for all certificate areas.
EPP needs to move forward with Quality Matter certification and provide documentation of progress to TEA.
- 19 TAC §228.35(e)(1)(A) – FBE Interactive Hours
Action: Submit the field-based experience log(s) and reflections for one Teacher candidate, showing the candidate completed at least 15-clock hours of FBE where the candidate was actively engaged in instruction or educational activities.
EPP needs to implement their updated FBE log and reflection document and collect purposeful reflections for each FBE experience.
- 19 TAC §228.2(14) & §228.2 (26) – Campus Supervision Qualifications
Action: Submit verification documentation for one intern Teacher candidate showing the assigned mentor has at least three years of experience, is an accomplished educator as shown by student learning, and is currently certified in the category in which the candidate is seeking certification. And submit verification documentation for one clinical teacher showing the assigned cooperating teacher has at least three years of experience, is an accomplished educator as shown by student learning, and is currently certified in the category in which the candidate is seeking certification.
EPP needs to collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every mentor and cooperating teacher.
- 19 TAC §228.35(g) & §228.35(h) – Observation Written Feedback
Action: Submit evidence the field supervisor for one Teacher candidate provided a copy of written feedback to the candidate’s cooperating teacher. Submit evidence the field supervisor for one Teacher candidate provided a copy of written feedback to the candidate’s mentor.
EPP needs to update the observation instrument to include a signature from the mentor/cooperating teacher or update the records retention policy to include email receipt of the observation sent to the mentor/cooperating teacher.
- 19 TAC §228.35(g) & §228.35(h) – Field Supervisor Collaboration
Action: Submit evidence the field supervisor for one Teacher candidate collaborated with the candidate’s cooperating teacher throughout the clinical teaching experience. And submit evidence the field supervisor for one Teacher candidate collaborated with the candidate’s mentor throughout the internship.

Based on the evidence presented, Alamo Colleges EPP is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.



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

Findings

- AC EPP has established benchmarks to measure candidate progress. All 10 Teacher candidates' records included a benchmark document that included admission, coursework, testing, certification checkpoints, and progress. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- Most of the courses reviewed included at least one assessment (a performance-based assessment or quiz). There was insufficient evidence the EPP consistently uses rubrics or rubrics aligned with the identified standards. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]
- AC EPP has processes to ensure that candidates are prepared to succeed on their certification exams. All 10 records included an Educator Preparation Plan and a benchmark document showing when the candidate received test approval and completed the required test preparation. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- An EPP cannot grant test approval for a certification exam until a candidate has met all admission requirements and has been formally admitted to the EPP. All 10 Teacher candidates were admitted to the EPP before receiving test approval. The EPP candidate handbook posted online states candidates must complete coursework and take a practice exam to receive test approval. The program met the requirement as prescribed. [19 TAC §228.40(d)]
- The EPP provides each candidate with a survey at the end of each course. The survey results are then used to evaluate the course's design and delivery and provide instructors and the EPP with feedback on the courses being offered. The sample course survey results served as evidence. The program has met the requirement as prescribed. [19 TAC §228.40(e)]
- All 10 records included admission documents, including the candidate's application, official transcripts, references, admission letters, and admission acceptances. All 10 records included field supervisor observation instruments with written feedback for each formal observation. All 10 records included qualification and TEA-approved observation training for assigned field supervisors. All 10 records included completed benchmark documents and completed coursework transcripts. The program met the requirement as prescribed. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.40(a)
Action: Submit evidence of performance-based assessments and corresponding standard-based, aligned rubrics for all certificate areas.
EPP needs to update performance assessments to include rubrics aligned to and measure candidate mastery of the educator standards assessed in the performance assessment.



Based on the evidence presented, Alamo Colleges EPP is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

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

- Per signed EPP contracts, Internship contracts, and clinical teaching contracts, all 10 candidates signed an agreement to abide by the Educator's Code of Ethics. The documentation verbiage did not include capture an agreement of understanding the Educator's Code of Ethics specified in TAC. AC EPP has updated their Code of Ethics Acknowledgment form to include the language "understand and adhere to." The EPP has agreed to implement the updated documents following the close of the review. The program did not meet the requirement as prescribed. [19 TAC §228.50]
- AC EPP faculty and staff, and field supervisors signed a Texas Educator's Code of Ethics. Signed copies agreeing EPP staff understand and adhere to the ECOE served as evidence of compliance.

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.50 – Ethical Candidates
Action: Submit the signed Educator Code of Ethics statement for one Teacher candidate.
EPP needs to implement their updated Code of Ethics Acknowledgment form, Intern Contract, and Clinical Teaching Contract that includes a candidate agreeing to "understand and adhere" to the Educator's Code of Ethics.

Based on the evidence presented, Alamo Colleges EPP is not in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website and available in the candidate handbook. The program provides the complaint policy in writing upon request. The program met the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None



Based on the evidence presented, Alamo Colleges EPP is in compliance with 19 TAC §228.70 – Complaints Process.

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

Findings

- Teacher candidates must meet degree requirements for certification. All 10 candidates reached standard certification. The Teacher candidates who reached standard certification held a bachelor's degree, at minimum, when they received their standard certificate. Official transcripts from Institutions of Higher Education served as evidence. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- The AC EPP transcripts and benchmark documents served as a record of EPP completion for all 10 standard certified Teacher candidates. The program met the requirement as prescribed. [19 TAC §230.13(a)(2) & §230.13(b)(3)]
- All 10 standard certified Teacher candidates met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

Compliance Issues to be Addressed

- None

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

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

Findings

- AC EPP submitted all data required in 19 TAC §229.3(f)(1). [19 TAC §229.3(f)(1) and Associated Graphic]
- Data reported by the EPP in ECOS was compared with related documentation in the 10 candidates' records to verify accuracy. Following are the findings:
 - Admission – Admission GPA was reported accurately in ECOS for nine out of 10 candidates, the number of subject-specific semester credit-hours was reported accurately for all 10 candidates, five (5) out of 10 formal admission dates were accurately reported to TEA, and five (5) out of 10 formal admission dates were not included in the formal admission letter, so TEA was unable to verify the dates for accuracy. Eight out of 10 admission records were created in ECOS within 7 calendar days.
 - Observations – Ten out of 10 candidate observations were reported in ECOS accurately for each observation's date and time.
 - Program Enrollment – Ten out of 10 candidates were reported on the finisher record list accurately for each year they were enrolled in the EPP and as finishers of the EPP.

The program met the requirements as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]



Compliance Issues to be Addressed

- None

Based on the evidence presented, Alamo Colleges EPP is in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or "TX PACT," is a content-pure assessment that cannot be used for certification purposes.
- Ensure EPP benchmarks and test readiness requirements have been updated for Teacher programs to address PACT changes.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments requires adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The transition from test 291 to test 391 for issuance of the Core Subjects w/STR EC-6 certificate is underway. December 31, 2021, is the last date a candidate can take the 291 exam, and the last date to standard certify candidates using the 291 exam will be December 30, 2022. Teacher programs should inform candidates of these important deadlines to ensure that they can meet all requirements and can be standard certified using the 291 exam, if applicable.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information 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

- Consider creating a procedure manual documenting EPP processes to ensure continuity in record keeping and other related processes.



- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

The Compliance Plan was created collaboratively with Alamo Colleges Educator Preparation Program staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before February 28, 2022.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date