



2021–2022 Continuing Approval Review Report Region 19 Education Service Center

Purpose

Texas Education Agency (TEA) Education Specialist, Angela Von Hatten, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for the Region 19 Education Service Center (ESC) on January 10, 2022. 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...". Dr. Armando Aguirre, Executive Director, was identified as the program Legal Authority, and Barbara Amaya, Director of Administrator Support and Certification Programs and Primary Point of Contact, was identified as the primary EPP contact for the review process. The Region 19 ESC was approved as an EPP on January 7, 1994. At the time of the review, the EPP was rated Accredited-Warning. The risk level was Stage 3 (low). The EPP reported 18 finishers for the 2019-2020 reporting year and 37 finishers for 2020-2021.

At the time of the review, Region 19 ESC was approved to certify candidates in the following classes: Teacher, Principal, School Counselor, and School Librarian. The EPP is approved to offer the alternative route to certification.

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

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

EPP staff participating in the review at various stages were: Barbara Amaya, Cassandra Barraza, Elizabeth Bonilla, Genesis Calles, Belinda Castillo, Teresa Hinojos, Paola Peña, and Jesus Teran.

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 December 10, 2021. Additional EPP documents, including records for 25 candidates, were submitted on January 10, 2022. 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.

Component I: Governance – 19 TAC Chapter 228

Findings

- TEA relied on self-reported information contained within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, member training, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for Region 19 ESC programs. The primary point of contact’s participation in all aspects of the review served as evidence of compliance. The program met the requirement. [19 TAC §228.20(c)]
- Region 19 ESC submitted a program amendment notifying TEA of the change in course delivery from face-to-face to online due to COVID-19 in January 2021. [19 TAC §228.20(f)]
- Region 19 ESC has a published calendar of activities for each of its programs. Application deadlines are evident on the program’s website. Program calendars in the form of spreadsheets are evident. The program met the requirement. [19 TAC §228.20(g)]
- Region 19 ESC submitted the Status Report for the EPP Review on December 10th, 2021, as required. [19 TAC §228.10(b)(1)]
- Region 19 ESC has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on August 8th, 2005. The application is on file with TEA. [19 TAC §228.10(c)]
- Region 19 ESC has an exit policy for each certification class. The exit policy can be found in the candidate handbook for each certification class which is provided to candidates once admitted to the respective program. TAC requires candidates to sign the exit policy document once admitted to the EPP. There is insufficient evidence of candidates signing an exit policy acknowledgment. The program does not meet the requirement. [19 TAC §228.20(h)]
- Region 19 ESC does not actively offer the school counselor certification. The last School Counselor cohort was in 2018-2019. The EPP has requested to retain approval to offer the School Counselor class with TEA.

Compliance Issues to be Addressed

- **19 TAC §228.20(h) Exit Policy – Teacher, Principal, School Counselor, and School Librarian classes**
Action: Update the exit policy notification process to include obtaining a signed copy of the candidate’s acknowledgement of the exit policy. Submit a copy of the exit policy acknowledgement document for each certification class.
School Counselor class: Due to the inactive status of the school counselor class, the EPP will be



required to revise its exit policy acknowledgement requirement if the EPP chooses to reopen the school counselor class in the future. The EPP will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

Recommendations

- If you are not currently subscribed to the newsletter, please sign up at the link below. [Educator Preparation Program Listserv Registration](#)

Based on the evidence presented, Region 19 ESC was not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

Component II: Admission - 19 TAC Chapter 227

Findings

- Region 19 ESC has informed applicants and candidates about the required information regarding criminal history. The information was found on the program’s website and met the requirement. [19 TAC §227.1(b), (d)]
- Region 19 ESC is required to inform applicants of the required information about the EPP. Admission requirements were found on the website for the Principal and School Librarian classes. TEA could not verify all of the admission requirements for the Teacher class on the program’s website. EPP completion requirements for all certification classes were found in candidate handbooks but are only evident for the teacher program on the website for applicants to view. Region 19 ESC will be required to add completion requirements for the Principal and School Librarian classes where applicants can view. The effects of supply and demand on the educator workforce and EPP performance over time for the past five years were found on the program’s website. The program did not meet the program completion notification requirement. [19 TAC §227.1(c)(1-3)]
- Files for 25 candidates were reviewed to verify admission requirements were met. They included five alternative certification program (ACP) teacher files and 20 non-teacher files. Evidence in each file reflected the candidates met the degree requirement. All ACP Teacher candidates held the minimum of a bachelor’s degree at the time of admission. Principal/Principal as Instructional Leader (PIL), School Counselor, and School Librarian candidates held a master’s degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2)]
- Candidates have met the minimum GPA requirement for admission. The Teacher candidate GPA range for the candidates reviewed was 3.18- 3.82. The program requirement for Teacher admission is 2.5. The non-teacher GPA range was 3.1 - 4. The program requirement for non-teacher admission is 3.0. Candidate transcripts served as evidence of the requirement met for all certification classes. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission.



Four (4) out of five candidates (80%) met the requirement. Two (2) Teacher candidates passed the TExES exams via the previous PACT route prior to admission. TEA could not verify the content hour requirement for one Teacher candidate. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]

- Non-teacher candidates reviewed met the minimum certification and degree requirements prior to admission. Official transcripts, certificate lookups, and service records served as evidence of compliance in all non-teacher files reviewed. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. Teacher candidates chosen for this review met the requirement with the undergraduate degree held at admission and non-teacher candidates met the requirement with the graduate degree held at admission. Official transcripts served as evidence of the requirement met. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. The Teacher and non-teacher candidates met the requirement through the degrees held at admission. Official transcripts served as evidence of the requirement met. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Region 19 ESC requires applicants to complete two screeners: an admission interview and the Haberman screener. The combined minimum score for Teacher and Principal applicants is 30 and 19 for School Librarian applicants. Principal applicants are required to complete two admission screeners. Five (5) Teacher candidates and 19 out of 20 non-teacher candidate files include both screeners and candidate scores. School Counselor applicants were required to complete an admission interview only. The program exceeded the requirement for the Teacher and School Librarian classes and met the requirement for the Principal and School Counselor classes. [19 TAC §227.10(a)(8); 19 TAC §241.5]
- All 25 files reviewed contained a completed application for program admission. The program met the requirement. [19 TAC §227.10(a)(8)]
- All applicants are required to complete an admission essay and provide professional references as part of the admission process. The admission essay topics are related to the certification sought. Admission essays and professional references were evident in the candidate files for five (5) Teacher and 19 non-teacher candidates. The program met the additional requirement for admission. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted with the effective date of formal admission embedded in the written notification. The formal admission letters for Teacher and non-teacher candidates did not include a formal admission date. Region 19 ESC submitted an updated formal admission letter for the Teacher class for a recently admitted candidate. TEA was able to verify the candidate's admission date compared with the date reported in the Educator Certification Online System (ECOS). With the updated formal admission date notification process, the EPP will use the candidate's signature date as the formal admission date. The formal admission letters submitted for the non-teacher classes provided insufficient evidence of the updated admission date process in place. The program's updated formal admission process meets the requirement for the Teacher class only. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f)]



Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §227.1(c) Notifications: EPP and Program Information – Principal, School Counselor, and School Librarian classes**
Action: Principal and School Librarian Classes – Add all program completion requirements to the program’s Principal and School Librarian websites.
School Counselor class: Due to the inactive status of the school counselor class, the EPP will be required to revise its admission and program completion information for applicants to view if the EPP chooses to reopen the school counselor class in the future. The EPP will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §227.17 Formal Admission – Principal, School Counselor, and School Librarian classes**
Action: Submit an updated formal admission letter that includes the embedded formal admission date which can be a specific date, the start of a semester or cohort, or the applicant’s signature date.
School Counselor class: Due to the inactive status of the school counselor class, the EPP will be required to revise its formal admission letter if the EPP chooses to reopen the school counselor class in the future. The EPP will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

Recommendations

- It is recommended that more than two PIL program staff screen applicants in the event that the screeners do not agree on the rating.

Based on the evidence presented, Region 19 ESC is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

Component III: Curriculum – 19 TAC §228.30

Findings

- TEA relied on self-reported information contained within the Status Report, requested course syllabi from the Teacher and non-teacher classes, and reviewed teacher performance-based assessments to determine compliance.
- Region 19 ESC reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. [19 TAC §228.30(a)]
- Region 19 ESC uses assessments to measure candidate progress. The Early Childhood and Science of Teaching Reading performance-based assessments submitted with the Status Report served as evidence of the requirement met. [19 TAC §228.40(a)]
- Region 19 ESC curriculum is research-based. Per the information provided in the Status Report, the program met the requirement. [19 TAC §228.30(b)]
- The required subject matter is included in coursework provided to all candidates in all certification categories and classes. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]



- The Educators' Code of Ethics is taught in:
 - Law & Ethics for Educators, Professional Responsibilities and Expectations, and Fulfilling Professional Roles & Responsibilities for Teacher candidates;
 - Professional Ethics, Professional Development and Human Resources, and Leading Change for Principal candidates; and
 - Ethical/Legal Issues for School Librarian candidates.
- Dyslexia Instruction is taught in:
 - Dyslexia and Inclusion Training for Teacher candidates;
 - Instructional Leadership for Principal candidates; and
 - Planning for the Diverse Needs/Interests of Learners for School Librarian candidates.
- Mental health, substance abuse, and youth suicide are taught in:
 - Student Mental Health and Wellness for Teacher candidates;
 - Resource Management, Facilities, and Safety for Principal candidates; and
 - Planning for the Diverse Needs/Interests of Learners for School Librarian candidates.
- The skills educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in this state are taught in:
 - Law & Ethics for Educators, Professional Responsibilities and Expectations, and Fulfilling Professional Roles & Responsibilities for Teacher candidates;
 - Leading Instruction, High Leverage Leadership, and Coaching through Observation and Feedback for Principal candidates; and
 - Professional Development/Collaboration/Communication: Professional Growth & Development for School Librarian candidates.
- The importance of building strong classroom management skills is taught in:
 - PAX Training; Structures and Processes for Effective Classroom Management, and Creating a Positive, Productive Classroom Environment for Teacher candidates;
 - Instructional Leadership and Leading Through Culture for Principal candidates; and
 - Research-Based Best Practices: Standards-Based Literacy Development, It's Elementary: Children's Literature, Somewhere in the Middle: Literature for Young Adolescents, and It's High Time: Literature for Young Adults for School Librarian candidates.
- The framework in this state for teacher and principal evaluations is taught in:
 - T-TESS training for Teacher candidates;
 - Advancing Educational Leadership (AEL) and T-TESS training for Principal candidates; and
 - Professional Development/Collaboration/Communication: Professional Growth & Development for School Librarian candidates.
- Appropriate relationships, boundaries, and communications between educators and students are taught in:



- Law & Ethics for Educators, Professional Responsibilities and Expectations, and Fulfilling Professional Roles & Responsibilities for Teacher candidates;
- Professional Ethics for Principal candidates; and
- Ethical/Legal Issues for School Librarian candidates
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in:
 - Technology Standards and Copyright Laws for Educators for Teacher candidates;
 - Digital Learning for Principal candidates; and
 - Technology & Information Access: Digital Formats/Tools for School Librarian candidates.
- Instruction in English Language Proficiency Standards (ELPS) is taught in TEKS and Pre-k Guidelines, ELPS, Sheltered Instruction & ESL/ELPS, and Implementing Effective, Responsive Instruction and Assessment for Teacher candidates.
- The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in Writing and Literacy Across the Content Areas, Reading Instruction and Literacy Skills, Systematic Explicit Instruction, Science of Teaching Reading (STR) Module: Analyzing Assessment Data, STR and Assessment, and Reading Development and Comprehension for Teacher candidates.
- For certificates that include early childhood education and prekindergarten, the Pre-k Guidelines are taught in TEKS and Pre-k Guidelines and STR Module: Analyzing Assessment Data. [19 TAC §228.30(d)(3)]
- The Texas Teacher Standards which encompass instructional planning and delivery, knowledge of students and student learning, content knowledge and expertise, learning environment, data-driven practice, and professional practices and responsibilities are taught in TEKS and Pre-k Guidelines, Lesson Alignment/Formative Assessment Day 1 and 2, Lesson Design Part 1 and 2, Teach #1 and #2, and Questioning Protocols and Higher-Order Thinking for teacher candidates. [19 TAC §228.30(d)(4)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in Professional Development and Human Resources Leadership and Instructional Leadership courses. [19 TAC §228.30(e)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Region 19 ESC is in compliance with 19 TAC §228.30-Curriculum.



Component IV: Coursework, Training, Program Delivery, and Ongoing Support – 19 TAC §228.35

Findings

- Region 19 ESC is required to provide candidates with preparation and training that is sustained, rigorous, and interactive. There is insufficient evidence to verify if this requirement was met with the general cohort trackers, course sign-in sheets, and Core Subjects EC-6 course descriptions reviewed. The program did not meet the requirement. [19 TAC §228.35(a)(1-2)]
- Three (3) Teacher candidates and 8 non-teacher candidates reached the point of standard certification. All files reviewed contained a course plan where program staff checked courses were complete but course completion dates were not evident so it could not be determined if courses were completed prior to standard certification. The program did not meet the requirement. [19 TAC §228.35(a)(3)]
- EPPs are required to have procedures regarding the use of prior experience, education, or training towards program requirements for military and non-military candidates. The policies submitted by Region 19 ESC were copied and pasted directly from the Texas Administrative Code and did not reflect an actual program policy. The program will need to develop a policy to address whether or not prior experience, education, or training will be accepted. The program did not meet the requirement. [19 TAC §228.35(a)(5)(A-B)]
- Region 19 ESC offers some coursework online in the various certification fields and classes. The program has started the quality accreditation process with Quality Matters and submitted correspondence with the company as evidence of the requirement met. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial Teacher certification are required to complete a minimum of 300 clock-hours of coursework. At minimum, 150 clock-hours must be completed prior to clinical teaching or a teacher internship. Candidate coursework documents reviewed provided insufficient evidence of when courses were completed, the hours awarded for each course, and which courses are a part of the pre-service requirement. The program did not meet the requirement. [19 TAC §228.35(b)]
- All Teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. Pre-service field experience packets were evident for all Teacher candidates. Candidates completed FBEs in a variety of settings and campuses. One (1) candidate completed the FBE requirement electronically in Spring 2020 due to COVID-19. Candidates completed a range of 35-45 FBE hours. The program met the requirement. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Teacher candidates are required to demonstrate proficiency in specified topics in pre-service coursework completed prior to clinical teaching or internship. With the candidate coursework documents reviewed, TEA was unable to verify pre-service coursework in specific topics was completed. The program did not meet the requirement. [19 TAC §228.35(b)(2)(A)-(J)]
- Candidates in the non-teacher class are required to complete 200 clock-hours of coursework and training. Candidate coursework documents reviewed provided insufficient evidence of when courses were completed and the hours awarded for each course. The program did not meet the requirement. [19 TAC §228.35(c)]



- Four (4) Teacher candidates reached the point of clinical teaching or internship. Three (3) were either in the process of completing or had completed clinical teaching at the time of the review. One (1) teacher candidate completed an internship. For clinical teaching candidates, TEA used the dates on the weekly logs to determine assignment start and end dates and number of clinical teaching days completed. The assigned cooperating teacher signs each weekly log for confirmation of the clinical teaching days completed. The Teacher internship candidate held an active Intern certificate in the certificate category sought which meets requirements. Placement information for the intern was evident on the mentor agreement form. There was insufficient evidence to verify if the assigned field supervisor captured candidate proficiency in the educator standards using a standards-based observation instrument. Region 19 ESC submitted a blank updated observation instrument with proficiency levels that provides insufficient evidence that this document is currently being used when observing teacher candidates. The program did not meet the requirement. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The assigned field supervisor and cooperating teacher are required to provide recommendations to the EPP regarding candidate success in clinical teaching. For the two (2) clinical teacher candidates who completed clinical teaching, records included cooperating teacher recommendations only. One (1) candidate completed clinical teaching prior to the field supervisor recommendation requirement. TEA could not verify if the assigned field supervisors provided the required recommendations for two (2) clinical teachers. The program did not meet the requirement. [19 TAC §228.35(e)(2)(A)(iii)]
- The assigned field supervisor and campus administrator are required to provide recommendations to the EPP regarding candidate success in the internship. TEA is unable to verify if the requirement was met for the Teacher candidate who completed the internship. The program did not meet the requirement. [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. The candidate in the internship assignment and clinical teachers began their assignments at the beginning of the year. The program met the requirement. [19 TAC §228.35(4)]
- All clinical teaching and teacher internship assignments were in public schools per the cooperating teacher and mentor agreements and weekly logs provided. The program met the requirement. [19 TAC §228.35(e)(6)]
- Non-teacher candidates are required to complete a practicum that is a minimum of 160 clock hours. Out of the 19 non-teacher candidates who made it to the practicum stage, TEA verified 14 non-teacher candidates completed the practicum with activities and duration that met requirements. Three (3) Principal candidate practicums included hours with practicum activities that did not meet requirements. One (1) School Librarian candidate completed a majority of the practicum as a substitute school librarian. TEA was unable to verify practicum requirements for two (2) candidates. Field supervisors are required to determine candidate proficiency in the educator standards during the practicum observations. TEA was unable to verify if the assigned field supervisor captured candidate proficiency in the educator standards using a standards-



based observation instrument. The program did not meet the requirement for all non-teacher classes. [19 TAC §228.35(e)(8)]

- Four (4) School Librarian candidates completed or were in the process of completing an additional practicum through an internship. Those candidates held either an Intern or Probationary certificate as required. TEA cannot verify the internship placement nor the reason for the additional internship as required in 19 TAC §228.35(e)(8)(D)(ii). The candidate's assigned field supervisor was the same supervisor from the candidate's initial practicum. The EPP used the observations from the initial practicum for the additional practicum observation requirement which does not meet requirements. The program must revise its non-teacher observation process to observe candidates during both the initial and any additional practicum. The program did not meet the additional practicum requirement for the School Librarian class. [19 TAC §228.35(e)(8)(C)(ii)]
- Field supervisors and campus site supervisors are required to provide a recommendation to the EPP regarding candidate success in the practicum. Seven out of 20 non-teacher candidate records included a dedicated recommendation form that served as evidence of the recommendation. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- Candidates placed in clinical teaching, internship, or practicum are required to be assigned to a cooperating teacher, mentor, or site supervisor as applicable. 16 out of nineteen non-teacher candidates, three (3) clinical teacher candidates, and one (1) teacher intern candidate were assigned campus supervision. Four (4) non-teacher candidates were assigned more than one (1) site supervisor. Mentor agreements, which are used for cooperating teachers, mentors, and site supervisors, served as evidence of the requirement met. [19 TAC §228.35(f)]
- Cooperating teachers, mentors, and site supervisors must meet the required qualifications. Each of the three (3) cooperating teachers and one (1) mentor teacher held the required credentials. Of the 23 site supervisors, TEA was able to verify the required credentials for one (1) of the 23 site supervisors. Two (2) site supervisors were assigned prior to the qualification requirement. While the program met the requirement for the Teacher class, it did not meet the requirement as prescribed for the non-teacher classes. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31); 19 TAC §228.35(f)]
- The EPP is required to provide training to cooperating teachers, mentors, and site supervisors within three weeks of assignment to the candidate. Cooperating teacher and mentor training was conducted during the program's clinical teaching orientation. Training dates served as evidence for three (3) out of four (4) Teacher candidate files reviewed. TEA was unable to verify when site supervisor training occurred for all site supervisors assigned to non-teacher candidates. The program did not meet the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31); 19 TAC §228.35(f)]
- Candidates that reached the point of clinical teaching, internship, or practicum are required to be assigned to a field supervisor. Nineteen non-teacher candidates, three (3) clinical teacher candidates, and one (1) intern teacher candidate made it to the point of field supervision and were assigned a field supervisor. Two (2) Teacher candidates and two (2) Principal candidates were assigned two (2) field supervisors. The School Librarian candidates who completed, or were in the process of completing, an additional practicum through an internship, were assigned



the same field supervisor for both practicum experiences. The program met the requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- The field supervisors held the required credentials appropriate for the candidates supervised. All four (4) of the Teacher candidate field supervisors held the required credentials and 21 of the non-teacher candidate field supervisors held the required credentials. Resumes and certificate lookups served as evidence. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- Field supervisors are required to be trained within three weeks of assignment to the candidate. Two (2) of six (6) teacher field supervisors completed TEA-observing training and one (1) completed the EPP-based training. Thirteen of 17 non-teacher field supervisors completed TEA-coaching training. Four (4) non-teacher field supervisors were exempt from this requirement due to being assigned to a candidate prior to the requirement. Training attendance logs and sign-in sheets served as evidence of the TEA-approved training. There was insufficient evidence of non-teacher field supervisors completing the required training. The program did not meet the requirement. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to make first contact within the first three weeks of assignment for Teacher candidates or within the first quarter of the assignment for non-teacher candidates. Four (4) Teacher candidates and 8 out of 21 non-teacher candidate records included emails or orientation meetings that served as evidence of first contact. Region 19 ESC will be required to update its initial contact notification process for non-teacher field supervisors to ensure they are aware of the initial contact requirement and how to document it. The program met the requirement for the teacher class only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct pre- and post-conferences with the assigned candidate for each observation. Pre- and post-conference evidence was provided for clinical teachers and the intern teacher candidate. Some of the Teacher pre-conference dates are the same as the observation dates. Region 19 ESC will be required to update its process for instructing field supervisors on how to document pre-conferences separate from the observation for the Teacher class. Pre- and post-conference dates were evident for two (2) out of 19 non-teacher candidates. Region 19 ESC submitted an updated pre- and post-conference form for a current Principal candidate that meets requirements. The program met the requirement for the Teacher and Principal classes only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to document educational practices observed during each observation. All four (4) Teacher candidate records and two (2) out of 19 non-teacher candidate records include field supervision observation instruments that captured educational practices observed. Region 19 ESC will be required to update its process for notifying field supervisors to document educational practices observed when observing their assigned candidate. The program met the requirement for the teacher class only. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Per the program's Status Report, the program requires field supervisors to conduct five observations for clinical teaching candidates. All clinical teacher observation documents served as evidence of the duration, frequency, and format requirement met. One (1) intern candidate was observed three (3) times and completed an internship during Spring 2020. The Spring 2020 observations were waived due to COVID-19. The program was



100% compliant for the Teacher class. Observation documents for 15 out of 19 non-teacher candidates served as evidence that the duration, frequency, and format requirements were met. The EPP used the observations from the initial practicum to meet the additional practicum observation requirement which does not meet requirements for the School Librarian class. The program met the requirement for the Teacher, Principal, and School Counselor classes only. 19 TAC §228.35(g)(1-8) & (h)(1-3)]

- Field supervisors are required to provide written observation feedback to the candidate and either the cooperating teacher (clinical teaching), campus administrator (internship), or site supervisor (practicum) after each observation. Written feedback via signatures were found on the observation forms for the three (3) clinical teacher candidates, one (1) intern teacher candidate, and 10 out of 19 non-teacher observation documents. The program met the requirement for the Teacher and School Librarian classes only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide informal observations and coaching for candidates completing the supervised clinical experience and are required to collaborate with the cooperating teacher (clinical teaching), mentor and campus administrator (internship), or site supervisor (practicum) while assigned to the candidate. Program emails were evidence of ongoing support and collaboration. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(a)(1) Coursework & Training: Adequate Preparation; 19 TAC §228.35(a)(2) Coursework & Training: Quality of Coursework; 19 TAC §228.35(a)(3) Coursework & Training: Coursework Completion; 19 TAC §228.35(b) Coursework Hours: Required Hours-Teacher Certification; 19 TAC §228.35(b)(2) Pre-Service Requirements: Coursework; 19 TAC §228.35(c) Coursework Hours: Required Hours-Non-Teacher – Teacher, Principal, School Counselor, and School Librarian classes**
Action: Submit an updated benchmark tracker for each certification class that includes tracking when courses are completed, the dates completed, and course hours awarded. For the Teacher class, the tracker should include a pre-service section to track completion of pre-service requirements.
- **19 TAC §228.35(a)(5)(A) Coursework & Training: Prior Coursework Policy-Military; 19 TAC §228.35(a)(5)(B) Coursework & Training: Prior Coursework Policy-Non-Military – All Classes**
Action: Submit an updated policy that identifies whether or not the program will accept, deny, or review an applicant's prior training or education on a case-by-case basis. The policy should reflect a specific program policy.
- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Proficiency; 19 TAC §228.35(e)(2)(B)(vii) Skills Implementation: Successful Internship-Candidate Proficiency – Teacher Class**
Action: Submit an updated observation tool that includes a proficiency rubric used for the observation only. The program can create a separate document to assess the candidate's level of proficiency during the pre-conference and ongoing coaching sessions.



- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Recommendation – Teacher Class**
Action: Update the program’s clinical teaching recommendation process to ensure the required recommendations from the assigned field supervisor and cooperating teacher are obtained and kept in the candidate’s file. If either the field supervisor or cooperating teacher do not provide a successful recommendation, that individual must provide documentation supporting the lack of recommendation.
- **19 TAC §228.35(e)(2)(B)(vii) Skills Implementation: Successful Internship-Recommendation – Teacher Class**
Action: Update the program’s teacher internship recommendation process to ensure the required recommendations from the assigned field supervisor and campus administrator are obtained and retained in the candidate’s file. If either the field supervisor or campus administrator does not provide a successful recommendation, that individual must provide documentation supporting the lack of recommendation.
- **19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum – Principal and School Librarian Classes**
Action: Update the practicum requirement to include educator standards-based activities that occur during the actual school day.
- **19 TAC §228.35(e)(8) Skills Implementation: Non-teacher Internship; 19 TAC §228.35(e)(8) Skills Implementation: Additional Practicum – School Librarian class**
Action: Update the process of identifying when an additional practicum is required - either due to an unsuccessful initial practicum or due to outstanding program coursework.
- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience – Principal, School Counselor, and School Librarian classes**
Action: Revise the practicum observation instrument to ensure field supervisors observe and identify levels of proficiency in the related educator standards for the activity observed. If the field supervisor observes multiple activities within the observation, make sure the observation instrument is organized to identify so.
School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its practicum observation instrument if the program chooses to reopen the School Counselor program in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.
- **19 TAC §228.35(e)(8) Skills Implementation: Successful Practicum/Clinical Experience – Principal, School Counselor, and School Librarian classes**
Action: Update the program’s practicum recommendation process to ensure the required recommendations from the assigned field supervisor and site supervisor are collected and retained in the candidate’s file. If either the field supervisor or site supervisor does not provide a successful recommendation, that individual must provide documentation supporting the lack of recommendation.
School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its practicum recommendation document if the program chooses to reopen the School Counselor program in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.



- **19 TAC §228.2(33) Campus Supervision: Qualifications of Site Supervisors; 19 TAC §228.35(f) Campus Supervision: Qualified Site Supervisors – Principal, School Counselor, and School Librarian classes**
Action: Update the program’s qualification verification procedures for site supervisors to ensure all qualifications are met and retain the qualification document(s) for all assigned site supervisors.
School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its site supervisor qualification verification process if the program chooses to reopen the School Counselor program in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.
- **19 TAC §228.35(f) Campus Supervision: Training Site Supervisors; 19 TAC §228.2(33) Campus Supervision: Training Site Supervisors – Principal, School Counselor, and School Librarian classes**
Action: Update the site supervisor training process to ensure site supervisors complete the required EPP-based training and the program retains documentation.
School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its site supervisor training verification process if the program chooses to reopen the School Counselor class in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.
- **19 TAC §228.35(g) & (h) Field Supervision: Field Supervisor Training – Teacher, Principal, School Counselor, and School Librarian classes**
Action: Update the field supervisor training process to ensure field supervisors complete the required EPP-based training and TEA-approved training and retain training completion documentation.
School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its field supervisor training verification process if the program chooses to reopen the School Counselor class in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.
- **19 TAC §228.35(h) Field Supervision: Field Supervisor Initial Contact – Principal, School Counselor, and School Librarian classes**
Action: Update the program’s field supervisor initial contact process to ensure field supervisors make initial contact with candidates within the required timeframe and retain the documentation.
School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its field supervisor initial contact process if the program chooses to reopen the School Counselor class in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.
- **19 TAC §228.35(h) Field Supervision: Pre- and Post-Conferences – School Counselor and School Librarian Classes**
Action: Update the program’s pre- and post-conference process to ensure field supervisors document pre- and post-conferences with candidates for each observation and retain documentation.



School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its pre- and post-conference process if the program chooses to reopen the School Counselor class in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.

- **19 TAC §228.35(h) Field Supervision: Educational Practices Observed – Principal, School Counselor, and School Librarian classes**

Action: Update the program’s observation process to ensure field supervisors know to report educational practices observed and retain documentation.

School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its observation process to ensure field supervisors are capturing educational practices observed during each observation if the program chooses to reopen the School Counselor class in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.

- **19 TAC §228.35(h) Field Supervision: Observation-Written Feedback – Principal and School Counselor classes**

Action: Update the program’s written feedback process for field supervisors to ensure written feedback is documented and provided to the required persons.

School Counselor Class: Due to the inactive status of the School Counselor class, the program will be required to revise its observation process to ensure field supervisors are providing written feedback to the required persons after each observation if the program chooses to reopen the School Counselor class in the future. The program will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.35(h) Field Supervision: Practicum-Formal Observation Duration; 19 TAC §228.35(h)(2) Field Supervision: Practicum-Observation Format; 19 TAC §228.35(h)(3) Field Supervision: Practicum-Observation Number & Frequency – School Librarian Class**

Action: Update the program’s observation process for the School Librarian class to require field supervisors to conduct new observations during an additional practicum, including the required number of observations if the candidate holds an Intern or Probationary certificate.

Recommendations

- Create a training placement form with placement information such as the campus, grade level, start and end dates, and cooperating teacher/mentor/site supervisor names.
- Revise the teacher observation instrument to include the candidate’s placement information.

Based on the evidence presented, Region 19 ESC is not in compliance with 19 TAC §228.35 – Coursework, Training, Program Delivery, and On-Going Support.



Component V: Assessment and Evaluation of Candidates and EPP – 19 TAC §228.40

Findings

- Region 19 ESC is required to established benchmarks to measure candidate progress. All files reviewed contained a benchmark document, but the document provided insufficient evidence of program requirements completed by each candidate. The program did not meet the requirement. [19 TAC §228.40(a)]
- Region 19 ESC has structured assessments to measure candidate progress. Early Childhood and Science of Teaching Reading assessments served as evidence of the requirement met. The program met the requirement. [19 TAC §228.40(a)]
- Region 19 ESC has processes in place to ensure that candidates are prepared to be successful in their certification exams. Practice exams were found in the file for each candidate and served as evidence of the requirement met. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Region 19 ESC uses information from a variety of sources to evaluate program design and delivery. Teacher intern surveys from the program’s Summer Institute of Learning and non-teacher course evaluations served as evidence of the requirement met. [19 TAC §228.40(e)]
- The EPP is required to retain candidate records for a period of five years from admission to completion or withdrawal from the program for any reason. Due to missing documentation of field supervisor training for the teacher class and field supervisor initial contact, site supervisor, and field supervisor training for the non-teacher classes, the program did not meet the requirement. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.40(a) Benchmarks – Teacher, Principal, School Counselor, and School Librarian classes**
Action: Update and submit the benchmark document to include a detailed list of program requirements completed, including completion dates, for each certification class
School Counselor class: Due to the inactive status of the School Counselor class, the EPP will be required to revise and submit its benchmark document to ensure it is compliant prior to admitting School Counselor candidates.
- **19 TAC §228.40(f) Records Retention - Teacher, Principal, School Counselor, and School Librarian classes**
Action: Update the program’s record retention process to ensure all candidate-related documents are retained in each candidate’s file for the required timeframe. Submit a process document detailing the updated record retention process, including the EPP staff member responsible for verifying documents are retained.
School Counselor class: Due to the inactive status of the School Counselor class, the EPP will be required to revise and submit its records retention process to ensure it is compliant prior to admitting School Counselor candidates.

Recommendations

- None



Based on the evidence presented, Region 19 ESC 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 19 TAC Chapter 247 (relating to Educators' Code of Ethics).

- Preparation program candidates and staff are required to understand and adhere to the Texas Educator's Code of Ethics. Evidence, in the form of a signed attestations, was found in each of 15 out of 25 (60%) candidate records and EPP staff documents. The EPP used the handbook acknowledgments for the School Counselor and School Librarian classes for this requirement. Candidates signed that they received the handbook but the Educator's Code of Ethics acknowledgement did not capture an attestation of adherence to the Educator's Code of Ethics. The program will be required to update the adherence acknowledgment.

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.50 Ethical Candidates – School Counselor and School Librarian classes**
Action: Update and submit the Educator's Code of Ethics acknowledgment document to include a signed adherence statement and signature line.
School Counselor class: Due to the inactive status of the School Counselor class, the EPP will be required to revise the Educator's Code of Ethics document if the EPP chooses to reopen the School Counselor class in the future. The EPP will be required to submit evidence of this requirement to TEA to ensure it is compliant prior to admitting candidates.

Recommendations

- None

Based on the evidence presented, Region 19 ESC 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 and is posted on-site. The formal complaint policies for both the EPP and TEA are posted on the program's website. The EPP provides written complaint information upon request. Region 19 ESC meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None



Recommendations

- None

Based on the evidence presented, the Region 19 ESC is in compliance with 19 TAC §228.70 – Complaints Process.

Component VIII: Certification Procedures - 19 TAC Chapters 228 and 230

Findings

- The three (3) Teacher candidates who achieved standard certification met the degree requirements for certification. Official transcripts served as evidence of the requirement met. [19 TAC §230.13(a)(1)]
- Program checklists, which are different than the benchmark documents found in Component 5, served as evidence that the three (3) standard certified Teacher candidates completed program requirements. Some of the checklists were signed by program staff verifying standard certification readiness. The program met the requirement. [19 TAC §230.13(a)(2)]
- One (1) Teacher and three (3) School Librarian candidates were issued an Intern certificate. One (1) School Librarian candidate was issued an Intern and a Probationary certificate. The Teacher candidate completed the field-based experience requirement prior to issuance of the Intern certificate but TEA was unable to verify if the remaining pre-service coursework was completed prior to issuance. The program met the requirement for the non-teacher class only. [19 TAC §228.35(b); 19 TAC §230.36; 19 TAC §230.37]
- Four (4) Principal, three (3) School Librarian, and three (3) School Counselor candidates reached the point of standard certification. Official transcripts served as evidence of the degree requirement met prior to standard certification. [19 TAC §241.20; 19 TAC §241.60; 19 TAC §239.20; 19 TAC §239.60]
- Principal candidates are required to have a valid teaching certificate and a minimum of two (2) years of experience as a classroom teacher for issuance of the standard certificate. All four (4) Principal candidates held a valid teaching certificate and had a service record with the required years of experience. [19 TAC §241.20; 19 TAC §241.60]
- School Librarian and School Counselor candidates are required to have a minimum of two (2) years of experience as a classroom teacher when recommended for standard certification. Service records for all standard-certified School Librarian and School Counselor candidates served as evidence of the requirement met. [19 TAC §239.20; 19 TAC §239.60]

Compliance Issues to be Addressed (See Next Steps)

- **19 TAC §228.35(b); 19 TAC §230.36; 19 TAC §230.37 Pre-service Internship Requirements – Teacher Class**

Action: Update and submit the program’s benchmark tracker to include a pre-service section for teacher candidates that identifies completion dates and hours awarded for each course. Note: *This action can be combined with the benchmark document requirement in Component 5.*



Recommendations

- None

Based on the evidence presented, Region 19 ESC is not in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

Component IX: Integrity of Data Reported - 19 TAC Chapter 229

Findings

- Region 19 ESC has submitted ASEP reports within the timeline required by TEA. The program's signed reporting affidavit served as evidence of the requirement met. [19 TAC §229.3(f)(1) and Associated Graphic]
- TEA is unable to verify the formal admission date reported in ECOS due to missing formal admission dates in candidate files. One (1) Teacher candidate was reported inaccurately as an undergraduate candidate. The program will be required to update the candidate's program status. The program did not meet the formal admission reporting requirement. [19 TAC §229.3(f)(1)]
- Four (4) out of five (5) Teacher candidate records include an admission GPA that matches the reported GPA in ECOS. The program was 80% compliant and met the requirement. [19 TAC §229.3(f)(1)]
- 16 out of 20 non-teacher candidate records include an admission GPA that matches the reported GPA in ECOS. The program was 80% compliant and met the requirement. [19 TAC §229.3(f)(1)]
- Two (2) teacher candidate observation times reported in ECOS do not match the observation times listed on the observation documents provided. The program did not meet the observation reporting requirement for the Teacher class. [19 TAC §229.3(f)(1)]
- Starting with the 2019-2020 academic year, EPPs are now required to report non-teacher observations. Three (3) out of 19 non-teacher candidates were observed after the observation reporting requirement. Two (2) out of the three (3) non-teacher candidate records include observation information that aligns with observations reported in ECOS. One (1) non-teacher Principal candidate observation occurred after the reporting requirement but was not reported in ECOS. Due to Region 19 ESC using the School Librarian observations from the initial practicum to meet the additional practicum observation requirement, the program did not meet the observation requirement for this class. The program met the observation reporting requirement for the School Counselor class only. [19 TAC §229.3(f)(1)]

Compliance Issues to be Addressed (See Next Steps)

- **19 TAC §229.3(f)(1) and [Graphic Report](#) all data accurately in ASEP and related candidate documentation – Teacher, Principal, and School Librarian classes**
Action: Review the program's data reporting processes for the Teacher, Principal, and School Librarian classes. Submit a process statement for each certification class detailing reporting process revisions that will ensure admission and observation data are reported accurately and



within the required timeframe. Each process statement should include the staff member responsible for reporting data in ECOS.

Recommendations

- None

Based on the evidence presented, Region 19 ESC is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing effective 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 has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- 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 FOR ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code;



- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Next Steps were created collaboratively with the Region 19 ESC staff.

I, the legal authority for the Region 19 ESC, have reviewed the Report and agree that all required corrections will be made on or before **August 20th, 2022.**

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date