



2020 – 2021 Continuing Approval Review Report Region 12 Education Service Center

PURPOSE

A five-year Continuing Approval Desk Review was conducted by Program Specialist, Angela Von Hatten, of the Region 12 Education Service Center (161950) educator preparation program (EPP) on October 19, 2020. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. Region 12 Education Service Center (ESC) was originally approved as an EPP on May 1, 1992.

Tammy Becker is the program Legal Authority. Russ Meggs is the primary EPP contact for the 2020-2021 review. Region 12 ESC is approved to prepare and certify candidates in the following certificate classes: Teacher and Principal. Certification is offered in the Alternative (ALT) route. The EPP reported 60 finishers for the 2018-2019 reporting year and 49 finishers for 2019-2020. The EPP was rated Not Rated: Declared State of Disaster due to COVID-19 at the time of the review. The risk level was Stage 2 (medium).

Candidate records were reviewed for 20 candidates, ten (10) records from the Principal class and ten (10) records from the Teacher class in the Alternative Certification route. Starting August 31, 2021, Region 12 ESC will only provide alternative certification in the Principal class.

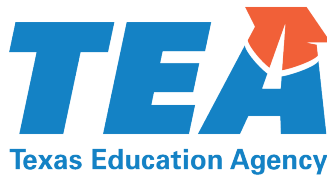
Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete TAC for details.) The five-year 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. 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: Tammy Becker, Russ Meggs, and Shirley Strong.

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 October 5, 2020. Additional EPP documents, including records for 20 candidates, were submitted on October 19, 2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. 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 did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- The program’s advisory committee includes military representatives from the Ft. Hood Army base. This membership fosters confidence in Region 12’s EPP with the Veteran’s Administration, allowing Region 12 to recruit uniquely qualified candidates for the teaching field. It was also reported that advisory committee members were informed of their roles and responsibilities. The advisory committee exceeds the meeting frequency requirement by meeting twice a year. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to ensure Region 12’s educator preparation program meets requirements. [19 TAC §228.20(c)]
- Region 12 ESC has a published calendar of activities for each of its programs. The program calendar, including the program’s application deadline, can be found on the program’s website. [19 TAC §228.20(g)]
- Region 12 ESC submitted the Status Report for the EPP Review on October 5, 2020, as required. [19 TAC §228.10(b)(1)]
- Region 12 ESC has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on November 4, 2004. [19 TAC §228.10(c)]
- Region 12 ESC is closing its teacher program effective 8/31/2021. Notice of the teacher program closure is evident on the [TPCP website](#). [19 TAC §228.15(a)]

Compliance Issues to be Addressed

- None

Recommendations

- TEA recommends for Region 12 ESC to encourage educator preparation program staff to subscribe to the weekly [EPP newsletter](#).

Based on the evidence presented, the Region 12 ESC was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.



COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- The criminal background check information is evident on the teacher website. TEA could not find the required information on the program's principal website. [19 TAC §227.1(b)]
- Admission requirements were found on the website for each program. EPP completion requirements were found in candidate handbooks. The performance of the EPP over time for the past five years was found on the website. The effects of supply and demand were not found on the program's websites. [19 TAC §227.1(c)(1-3)]
- Region 12 ESC has informed applicants and candidates of the preliminary criminal history evaluation information. The information was found on the website for each program. [19 TAC §227.1(d)]
- A total of 20 files were reviewed to verify admission requirements. They included ten (10) teacher and ten (10) principal files. All files met the required institution of higher education (IHE) enrollment or degree requirements. [19 TAC §227.10(a)(1-2); 19 TAC §241.5]
- Nine (9) out of ten (10) teacher candidates met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.45 – 3.4. The program requirement for teacher admission is 2.5. The ten (10) principal candidates met the minimum GPA requirement. The principal GPA range was 3.38 – 4. The program met the requirement as prescribed. [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. The ten (10) teacher candidates met the content hour requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Principal files reviewed met the minimum certification and degree requirements prior to admission. Candidate transcripts, service records, and teaching certificates served as evidence of compliance for the ten (10) principal candidate records reviewed. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. All ten (10) teacher applicants and ten (10) principal applicants met the requirement with an official transcript noting the degree conferred. Applicants who apply for formal admission to an alternative certification program are required to have a bachelor's degree, at a minimum, at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. This requirement can be met through evidence of a conferred degree from an accredited institute of higher education in the United States. All applicant records reviewed met this requirement through their conferred Bachelor's degree. Since each degree was obtained in the United States, a passing score on the TOEFL exam and an evaluation of a foreign degree through an approved evaluation service are not required. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant must be screened to determine appropriateness for the certification sought. Region 12's teacher and principal programs require an interview with each applicant. The 20 candidate records reviewed include the program's interview notes and rubric for



each candidate. The program also requires each applicant to submit a writing sample. The interview and writing sample are evaluated with their respective rubrics. In addition to an interview, principal applicants are required to submit 3 references to Region 12 ESC as part of their admission requirements. Nine (9) out of ten (10) principal candidate records included the admission writing sample. Nine (9) out of ten (10) principal candidate records include 3 screeners with the 10th candidate's record including 2 screeners. The program met the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5]

- All 20 files reviewed contained a completed application. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- Ten (10) teacher candidates and nine (9) out of ten (10) principal candidate records include an admission writing sample. The program met the additional requirement for admission. [19 TAC §227.10(b)]
- One (1) teacher candidate was admitted contingent on his conferred bachelor's degree. The candidate's contingent admission letter with the effective date of admission is not evident. TEA cannot verify if the program met the 7-day admission upload requirement nor if coursework and training was provided after admission since the effective date of admission is unknown. [19 TAC §227.15(a) – (f)]
- All applicants are required to be formally admitted. The effective date of formal admission was found in the letters for nine (9) out of ten (10) teacher records and all ten (10) principal records reviewed. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]
- Programs are required to notify TEA of a candidate's admission within seven calendar days of the candidate accepting the admission offer. TEA was notified within the seven-day window for seven (7) out of ten (10) teacher candidates and six (6) out of ten (10) principal candidates. [19 TAC §227.17(e)]

Compliance Issues to be Addressed (see Next Steps plan)

- **19 TAC §227.1(b)**
Action: Add the required criminal background history information to the program's principal website. Submit evidence that the criminal background history information was added to the program's principal website.
- **19 TAC §227.1(c)**
Action: Add the effect of supply and demand forces on the educator workforce in the state to the program's principal website. Submit evidence that the effect of supply and demand information was added to the program's principal website.
- **19 TAC §227.15(a) – (f)**
No action is required since the teacher program is closing on 8/31/2021. This would need to be revised to meet requirements if Region 12 chooses to re-open its teacher program.



- **19 TAC §227.17(e)**

Action: Revise the program's admission upload process to ensure the program is notifying TEA of a candidate's admission within seven calendar days of the candidate accepting the admission offer. Submit a copy of the program's admission upload process.

Recommendations

- None

Based on the evidence presented, the Region 12 ESC is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance.
- Region 12 ESC reported that the curriculum is based on educator standards, research-based, and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. [19 TAC §228.30(a) – (b)]
- The required subject matter, except the digital literacy requirement, has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in a variety of courses for the teacher and principal classes. The digital literacy requirement is not evident in principal coursework per the information provided on the status report. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2), 19 TAC §228.30(d)(3), 19 TAC §228.30(d)(4), 19 TAC §228.30(d)(4)(B), 19 TAC §228.30(d)(4)(D), TAC §228.30(d)(4)(E), 19 TAC §228.30(d)(4)(F)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards. [19 TAC §228.30(e)]

Compliance Issues to be Addressed (see Next Steps plan)

- **19 TAC §228.30(c)**

Action: Provide evidence of the digital literacy requirement taught in principal coursework.

Recommendations

- None

Based on the evidence presented, the Region 12 ESC is not in compliance with 19 TAC §228.30-Curriculum.



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

Findings

- Per the coursework information from the status report, Region 12 ESC provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. [19 TAC §228.35(a)(1-2)]
- Six (6) out of ten (10) teacher candidates and four (4) out of ten (10) principal candidates reached the point of standard certification. Program benchmarks for each candidate verify completion of all coursework and program requirements. [19 TAC §228.35(a)(3)]
- Region 12 ESC has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The policies are evident in the principal candidate handbook. [19 TAC §228.35(a)(5)(A-B)]
- Region 12 ESC does not offer online coursework for the teacher and principal classes. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification receive a minimum of 300 clock-hours of the required coursework and training. [19 TAC §228.35(b)]
- Eight (8) out of ten (10) teacher candidate records include evidence of the candidate completing field-based experiences (FBEs) prior to clinical teaching or internship. One (1) of the ten (10) candidates is currently participating in field-based experiences. This requirement was verified with each candidate's FBE observation log and observation reflections. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- All ten (10) teacher candidates completed required coursework in specified topics and FBEs prior to clinical teaching or internship. This requirement was verified using the candidate's program benchmark document. [19 TAC §228.35(b)(2)]
- Principal candidates are required to complete a minimum of 200 clock-hours of coursework and training. Principal candidate records include individual candidate benchmarks that were used to verify that each principal candidate completed the required coursework. [19 TAC §228.35(c)]
- Eight (8) out of ten (10) teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Program benchmarks and observation documents were used to verify the required training requirement. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [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 field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching. One (1) out of ten (10) teacher candidates participated in clinical teaching. The candidate received a standard certificate recommendation from their assigned field supervisor and cooperating teacher. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- For the six (6) standard-certified teacher candidate records reviewed, two (2) teacher candidate records include the required internship recommendation from the assigned field supervisor and campus administrator. Four (4) of the six (6) candidate records



include a recommendation from the assigned field supervisor only. The program does not meet this requirement as prescribed. [19 TAC §228.35(e)(2)(B)(ix)]

- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. FBE observation logs and field supervisor logs from clinical teaching and internships show evidence of first year experiences completed as required. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments occurred in actual school settings per observation documentation and placement agreements provided. [19 TAC §228.35(e)(6)]
- Nine (9) out of ten (10) principal candidates completed a practicum that is a minimum of 160 clock-hours. Due to COVID-19, three (3) out of nine (9) Principal/PIL candidates were not able to complete their practicum. This requirement was waived for those candidates. Candidate proficiency in the educator standards required for each certificate is determined during the practicum. Field supervisor observation documents from each principal candidate's practicum observations are not evident. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]
- For the four (4) standard-certified principal records reviewed, the required recommendations from the candidate's assigned field supervisors and campus site supervisors are not evident. The program did not meet the requirement as prescribed for the principal class. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or a practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Eight (8) principal candidates, one (1) clinical teacher candidate, and eight (8) intern teacher candidates made it to the point of field supervision. [19 TAC §228.35(f)]
- Four (4) out of eight (8) teacher candidate records include evidence of the required first contact made by the assigned mentor or cooperating teacher. The ten (10) principal records reviewed did not include first contact evidence. The program did not meet this requirement as prescribed. [19 TAC §228.2(12), §228.2(24), §228.2(31)]
- Nine (9) out of ten (10) principal candidate records verify that the assigned site supervisors held the required credentials. The EPP was 100% compliant for the non-teacher class. Of the one (1) cooperating teacher and seven (7) mentor teacher, six (6) out of eight (8) (75%) teacher candidate records verify that the assigned site supervisors held the required credentials. While the program met the requirement for the non-teacher class, it did not meet the requirement as prescribed for the teacher class. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Cooperating teachers, mentors, and site supervisors are required to receive training within three weeks of being assigned to their candidates. The required training was evident for six (6) out of eight (8) (75%) teacher files reviewed. The ten (10) principal candidate records reviewed did not include training evidence. The program did not meet this requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidate files reviewed that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Eight (8) principal candidates, one (1) clinical teacher candidate, and seven (7) intern candidates made it to the point of field



supervision and were reviewed. The program met the requirement as prescribed for the teacher class only. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- Field supervisors must hold the required credentials appropriate for the candidate supervised. Eight (8) teacher candidates and eight (8) non-teacher candidates who made it to the training requirement were assigned field supervisors who held the required credentials. This requirement was verified with the certifications held by each field supervisor. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- Seven (7) out of eight (8) teacher field supervisors (88%) and eight (8) out of ten (10) non-teacher field supervisors (80%) were trained within three weeks of assignment to the assigned candidate. Training certificates were used to verify that the program met the requirement. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to make the first contact within the first three weeks of assignment for teacher candidates and within the first quarter of the assignment for principal candidates. Field supervisor emails were used to verify that the program met this requirement for the teacher class. Principal candidate records (10/10) do not include evidence of the field supervisor's initial contact. TEA cannot verify if the program met this requirement for the principal class. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to hold pre and post conferences with each of their assigned candidates for each observation conducted. Seven (7) out of eight (8) teacher candidate records include pre and post-conference documentation. Evidence of principal candidates' pre and post-conference was not found in all ten (10) principal candidate records. The program did not meet this requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide written observation feedback to each candidate and either the assigned cooperating teacher, mentor teacher, or campus administrator. Eight (8) teacher candidate records and ten (10) principal candidate records do not include evidence of written feedback provided to the required persons. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- In addition to providing written observation feedback, field supervisors are also required to provide ongoing support and coaching to each of their assigned candidates throughout the duration of the training. Ongoing support and coaching are evident in eight (8) teacher candidate records. The ten (10) principal candidate records reviewed do not include evidence of ongoing support and coaching provided by the assigned field supervisor. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to collaborate with the cooperating teacher, mentor teacher, or campus administrator for the duration of the candidate's training. Eight (8) teacher candidate records include evidence of collaboration in field supervisor logs. All ten (10) principal candidate records do not include collaboration evidence. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Due to COVID-19, three (3) of the eight (8) teacher candidates who made it to the training requirement were not able to receive the required number of observations. Observations that would have occurred from mid-March to the end of the Spring 2020 semester were waived by the Governor. All eight (8) teacher



candidates who participated in the training requirement also met the observation requirement. Observation information for the ten (10) principal candidates reviewed is not evident. The program did not meet this requirement as prescribed. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps plan)

- **19 TAC §228.35(e)(2)(B)(ix)**
Action: No action is required since the teacher program is closing on 8/31/2021. This would need to be revised to meet requirements if Region 12 chooses to re-open its teacher program.
- **19 TAC §228.35(e)(8), 19 TAC §228.35(g)(1-8) & (h)(1-3)**
Action: Update the program's field supervisor training materials to include practicum and internship observation information. Update the program's observation reporting process. Revise or create an observation tool for principal candidates. Submit the updated field supervisor training materials, the program's observation reporting process, and the principal practicum observation tool.
- **19 TAC §228.35(e)(8)(D)**
Action: Update the program's field supervisor training materials to include recommendation information for practicum and internship candidates. Update the program's recommendation verification process for the principal class. Submit the updated field supervisor training materials and the program's recommendation verification process.
- **19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)**
Action: Update the program's site supervisor (practicum) and mentor (internship) training materials to include information about the required first contact, including the timeframe it must occur in. Update the program's process for verifying that the required first contact occurred. Submit the updated training materials and the program's first contact verification process.
Action: Update the program's training process for site supervisors (practicum) and mentors (internship). Submit the updated training process for site supervisors and mentors (ex: how will the program verify that each site supervisor and mentor attended the required training?).
* No action is required since the teacher program is closing on 8/31/2021. This would need to be revised to meet requirements if Region 12 chooses to re-open its teacher program.
- **19 TAC §228.35(g) & (h)**
Action: Update the program's field supervisor training materials to include initial contact information. Update the program's initial contact verification process. Submit the updated field supervisor training materials and the program's updated initial contact verification process.
Action: Update the program's field supervisor training materials to include information about the required pre and post-conferences for the principal class. Update the program's process for verifying that pre and post-conferences were held. Submit the updated field supervisor training materials and the program's pre and post-conference verification process.



Action: Update the program’s field supervisor training materials to include information about providing written observation feedback to the required persons depending on the type of training (practicum or internship). Update the program’s process to ensure that the required written observation feedback is given to the required persons by the field supervisor. Submit the updated field supervisor training materials and the program’s written feedback verification process.

Action: Update the program’s field supervisor training materials to include information about the ongoing support and coaching requirement. Update the program’s process of verifying that ongoing support and coaching is occurring and that the field supervisor is retaining the required documentation. Submit the updated field supervisor training materials and the program’s process for verifying that the ongoing support and coaching requirement is being met.

Action: Update the program’s field supervisor training materials to include information about the collaboration requirement. Update the program’s process of verifying that the collaboration is occurring throughout the candidate’s training and that the field supervisor is retaining the required documentation. Submit the updated field supervisor training materials and the program’s collaboration verification process.

Recommendations

- **19 TAC §228.35(a)(5)(A) & 19 TAC §228.35(a)(5)(B)**

Proposed Action: Revise the military and non-military policy to fit the program’s local policy regarding prior education, coursework, and training.

Based on the evidence presented, the Region 12 ESC 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

- Region 12 ESC has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. The program meets the requirement. [19 TAC §228.40(a)]
- Region 12 ESC has structured assessments to measure candidate progress. Practice exams are used to identify a candidate’s test readiness. The program does not provide test approval until the candidate has been formally admitted. This was verified with each candidate’s admission date and test approval date. The program meets the requirement. [19 TAC §228.40(a); 19 TAC §228.40(b); 19 TAC §228.40(d)]
- One (1) teacher candidate submitted a written request to certify in a different certificate area from the area they were admitted in (Physical Education EC-12 to Special Education EC-12). The program retained this documentation and meets the requirement. [19 TAC §228.40(c)]
- Region 12 ESC uses information from a variety of sources to evaluate program design and delivery. For example, the program revised its principal program in 2018-2019 to



include the newly updated educator standards. The program meets this requirement. [19 TAC §228.40(e)]

- Programs are required to retain candidate records that include candidate information such as formal and contingent (if applicable) admission, completion of program requirements, and certificate recommendations. Region 12 ESC did not meet this requirement due to missing observation documents, pre and post-conference documentation, field supervisor ongoing support and coaching, for the ten (10) principal candidate records reviewed, and standard certificate recommendations for both the principal and teacher candidates who are standard certified. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps plan)

- **19 TAC §228.40(f)**
Action: Update the program's record retention process to ensure that all of the required candidate documents are retained for at least five years after a candidate completes, withdraws from, or is discharged or released from the program. Submit the program's updated records retention process.

Recommendations

- **19 TAC §228.40(e) Program Evaluation**
Proposed Action: TEA recommends using the Data Dashboard information to help evaluate the program's effectiveness.

Based on the evidence presented, the Region 12 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 Chapter 247 of this title (relating to Educators' Code of Ethics).

- Evidence, in the form of signed statements, were found in 15 out of 20 (75%) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed statements were found as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps plan)

- **19 TAC §228.50**
Action: Update the program's process of requiring candidates to sign a statement adhering to the Educator's Code of Ethics. Submit the program's updated process detailing when candidates will be required to sign and adhere to the Educator's Code of



Ethics.

Recommendations

- None

Based on the evidence presented, the Region 12 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. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site. The program provides the complaint policy in writing upon request. Region 12 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 12 ESC is in compliance with 19 TAC §228.70 – Complaints Process.

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

Findings

- Teacher candidates have met degree requirements for certification. Six (6) teacher candidates who reached standard certification held a degree at the time of certification. [19 TAC §230.13(a)(1)]
- The six (6) teacher candidates that reached the point of standard certification met all coursework requirements prior to recommendation. The benchmark documents noting the date requirements were met served as evidence. For standard certification to occur, candidates must receive a recommendation from their assigned field supervisor and either the assigned cooperating teacher or mentor (depending on the method of training). For the six (6) teacher candidates that were certified, two (2) candidate records included the required recommendation documentation. Four (4) of the teacher candidate records included a recommendation from the campus administrator only. The required field supervisor recommendations were not found. The program did not meet this requirement as prescribed. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Four (4) principal/PIL candidates reached the point of standard certification. Candidate records included official transcripts which provided evidence of each candidate meeting



the degree requirement prior to standard certification. The program met this requirement. [19 TAC §241.20; 19 TAC §241.60]

- Principal candidates are required to hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. For the four (4) standard certified principal candidates, valid teaching certificates and service records were used to determine if the program met this requirement. The program met the requirement as prescribed. [19 TAC §241.20; 19 TAC §241.60]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)**
Action: No action is required since the teacher program is closing on 8/31/2021. This would need to be revised to meet requirements if Region 12 chooses to re-open its teacher program.

Recommendations

- None

Based on the evidence presented, the Region 12 ESC is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- Region 12 ESC has submitted ASEP reports within the timeline required by TEA. The program requested an informal review to revise candidate data for the 2018-2019 academic reporting year. The program meets this requirement. [19 TAC §229.3(e); 19 TAC §229.3(f)(1) and Associated Graphic]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, the Region 12 ESC 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.

- 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.
- The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (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 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 12 ESC staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before **February 26, 2021.”**

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date