



2019-2020 Continuing Approval Review Report Tarleton State University

Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Lorrie Ayers, of the Tarleton State University (072501) educator preparation program (EPP) on April 17, 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. Tarleton State University (TSU) was originally approved as an EPP on May 4, 1970.

Dr. Julie Howell is the program Legal Authority and the primary EPP contact for the 2019-2020 review. TSU is approved to prepare and certify candidates in the following certificate classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Certification is offered in Undergraduate (U), Post-Baccalaureate (PB), and Alternative (ALT) routes. The EPP reported 334 finishers for the 2017-2018 reporting year and 338 finishers for 2018-2019. The EPP was rated Accredited - Warned (Year 1) at the time of the review.

Candidate records were reviewed for 35 candidates, five (5) from each of the approved certificate classes. Ten records were requested from the Teacher class: five (5) from the Undergraduate route and five (5) from the Alternative Certification route. The results were discussed with EPP staff on June 19, 2020. Attending from the EPP: Kim Rynearson, Julie Howell, Amber Lynn Diaz, Chris Sloan, Allison Andrews, and Jennifer Hopson.

The TSU EPP has three sites-Ft. Worth, Stephenville, and Waco. The School Counselor program was CACREP accredited in 2018. In the Status Report submitted by the EPP, the Legal Authority indicated the EPP has begun a partnership with US PREP and Raise Your Hand Texas to continue over the next three (3) years for the purpose of creating a transformation plan to update policies, training, and procedures. In addition, the Tarleton Model for Accelerated Teacher Education (TMATE) program has responsibility agreements with 14 partner districts.

Results: EPP and Program Requirements

The EPP meets requirements for program governance including a) support provided by the governing body; and b) advisory committee activity as required in 19 TAC §228.20; however, there were no notification letters on file regarding the past expansion of the program to additional sites as required in 19 TAC §228.10(e). Additionally, the delivery of coursework for some of the programs within the entity has changed from face-to-face to a hybrid or online delivery method. Program staff were reminded that TAC requires that TEA be notified in advance of the addition of new sites under the EPP entity number and/or of major program changes. To avoid comment on future program reviews, EPP staff were encouraged to submit a letter identifying program sites operating under the TSU entity number and identifying any programs that were originally approved for face-to-face delivery but are now delivered via a hybrid or online format.

The website and application materials were reviewed to verify the EPP had posted the required information for applicants and candidates. The website was easy to navigate and transparent



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with regards to program information. All programs had an application for admission and a clear application process.

Information about admission and completion requirements for all programs, information about the performance of the EPP over time, and information about the effect of supply and demand forces on the educator workforce in Texas was posted on the website. [19 TAC §227.1(c)] It was noted that the website contains a user-friendly dashboard that allows the reader to review information about all EPPs within the Texas A&M University System.

As required in 19 TAC §227.1(b) and §227.1(d), the EPP website and program applications provide the required information to applicants and candidates regarding:

- The required fingerprint background check;
- The potential ineligibility of an individual for certification due to a criminal history; and
- The right of an individual to request a Preliminary Criminal History Evaluation (PCHE) from TEA.

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

- TSU staff met deadlines for data submission.
- Admission data is reported either using the GPA spreadsheet or, effective September 1, 2019, through an admission record created in the Educator Certification Online System (ECOS). Most admission data was reported accurately except the number of semester credit hours completed in the subject area of the certificate sought for the Teacher (ALT) candidates was reported as the minimum, either 12 or 15 hours, and not as the actual number of hours reflected on the transcript. Program staff were advised to report actual numbers. Additionally, the admission GPA reported for Principal and Educational Diagnostician candidates could not be verified due to missing transcripts in admission documentation.
- Admission records were consistently created in ECOS within the 7 calendar days required in 19 TAC §227.17(e) for all candidates in all classes. Reported admission dates agreed with admission dates in candidates' records.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. Enrollment status was reported accurately for candidates in all programs.
- Teacher observation data is reported in the Accountability System for Educator Preparation (ASEP). There were discrepancies in the duration of observations reported for the three (3) Teacher (ALT) candidates that had completed an internship or clinical teaching when compared with documentation in the records for those candidates. It was



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observed that the discrepancies could be due to the way time is captured on the observation documents. Observation data for Teacher (U) candidates were reported correctly. Observation data has not been required to be reported for non-teacher candidates. The program was advised that observation data for non-teacher candidates will be required reporting effective the 2019-2020 reporting year.

Staff members in all programs had signed documents of understanding and abiding the Texas Educators' Code of Ethics which meets requirements in 19 TAC §228.50 for professional conduct.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Implement a process for Teacher programs to accurately capture and report subject-specific hours, and the related GPA, from candidate transcripts submitted for admission. [19 TAC §227.10(a)(4) and §229.3(f)(1)]
2. Review the process of capturing the duration of observations conducted by field supervisors and ensure that the duration is accurately documented as actual time spent observing the candidate. Ensure accurate numbers are conveyed to staff that complete ASEP reporting for the EPP.

Recommendations

- EPP staff should ensure a process is in place for non-teacher programs to communicate observation data to the staff that complete ASEP reporting. EPP staff were advised that observations for non-teacher candidates do not have to be a minimum of 45 minutes per observation. For non-teacher candidates completing a practicum, 19 TAC §228.35(h) requires field supervisors to conduct a minimum of three (3) observations that total a minimum of 135 minutes. The ASEP system will accept an observation for non-teachers that is less than 45 minutes in duration, if necessary.
- If any courses or programs are offered online, or will be offered online, they must meet quality requirements as identified in 19 TAC §228.35(a)(6).

Results: Candidate Preparation

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

Undergraduate (U) Teacher Program



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Based on the records reviewed for five (5) candidates, the Teacher (U) program met admission requirements in 19 TAC Chapter 227. Transcripts reflected that each candidate met or exceeded the minimum GPA requirement, had completed the required number of hours of subject-specific coursework, and had demonstrated basic skills and English language proficiency (ELP) prior to admission. An application for admission was found in each record. Candidates were screened prior to admission using several methods that were evaluated by a rubric for a total score across all screens. The admission requirements stated a signed handbook acknowledgment was required at admission, but that page was not found among the admission documents. Each candidate had signed an agreement of understanding and adhering to the Texas Educators' Code of Ethics. Each of the candidates had been formally admitted with the date of formal admission clearly stated in the offer of admission and reported to TEA in ECOS within the 7calendar days required in 19 TAC §227.17(e).

Degree plans, course descriptions, coursework, and the Status Report completed by EPP staff were reviewed for evidence that EPP programs are compliant with curriculum requirements in 19 TAC §228.30.

- Candidates in the Teacher (U) program completed more than 300 clock-hours of coursework after admission into the EPP as required in 19 TAC §228.35(b).
- The program met curriculum requirements in 19 TAC §228.30(c) and §228.30(d) except it was not clear if instruction regarding “responsibilities educators are required to accept and the high expectations for students in this state” is included in the curriculum as required in 19 TAC §228.30(c)(4).
- Additionally, there was no evidence that the Teacher (U) program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

Candidates in the Teacher (U) program completed field-based experience (FBE) hours across three (3) or four (4) semesters. FBE logs provided evidence that each completed 30 or more hours in a variety of settings. There was no evidence that any of the FBE hours were completed by video; however, it could not be determined how many of the hours were interactive or whether reflections of experiences are required.

Benchmark documents, transcripts, field supervisor logs, and clinical teaching logs were reviewed as evidence that candidates completed clinical teaching as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g).

- All candidates completed the pre-service requirements identified in 19 TAC §228.35(b) prior to beginning clinical teaching.
- The five (5) candidates whose records were reviewed had completed clinical teaching; however clinical teaching logs revealed that four (4) of the five (5) completed less than the minimum 70 days required in 19 TAC §228.35(e)(2)(A)(i)(I).



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- Each candidate was assigned a cooperating teacher and a field supervisor during clinical teaching.
- There was consistent evidence that the cooperating teachers assigned to the candidates met qualifications and training requirements.
- Certification and training could be verified for the field supervisors assigned to the candidates; however, the required experience and/or accomplishments could not be verified for each field supervisor.
- Information captured on observation documents and in field supervisor logs was evidence that field supervision was provided to the five (5) candidates as required in 19 TAC §228.35(g).
- There is evidence the program has begun to implement the requirement in 19 TAC §228.35(e)(2)(A)(iii) that the field supervisor and cooperating teacher must provide a written recommendation that the candidate was successful, or not successful, in the demonstration of proficiency in the standards; however, documentation in candidates' records contained only the recommendation from the campus personnel.

Each of the five (5) candidates had achieved standard certification. Benchmark documents and transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Update and implement coursework provided to Teacher (U) candidates to include instruction in the "responsibilities educators are required to accept and the high expectations for students in this state" as required in 19 TAC §228.30(c)(4), and implement the digital literacy requirement, including the digital literacy evaluation followed by a prescribed digital literacy curriculum, as required in 19 TAC §228.30(c)(8).
2. Update and implement FBE requirements and/or logs to capture interactive hours and to capture evidence that Teacher (U) candidates complete reflections of the FBE. Retain evidence in candidates' records. [19 TAC §228.35(e)(1)(A)]
3. Develop a calendar for clinical teaching that requires a minimum of 70 days and capture cooperating teacher verification of time completed. Retain evidence in candidates' records. [19 TAC §228.35(e)(2)(A)]



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4. Implement a process to consistently capture evidence of qualifications and training of field supervisors assigned to support candidates in clinical teaching assignments. Retain evidence in candidate or program records. [19 TAC §228.2(16) and §228.40(f)]
5. Fully implement the process of capturing the recommendation from the field supervisor and cooperating teacher that the clinical teacher demonstrated proficiency in the standards for the certificate sought and should be recommended for the standard certificate. Retain documentation in candidates' records. [19 TAC §228.35(e)(2)(A)(iii) and §228.40(f)]

Teacher (ALT) Program – Tarleton Model for Accelerated Teacher Education (TMATE)

Based on the records reviewed for five (5) candidates, the Teacher (ALT) program met admission requirements in 19 TAC Chapter 227. Transcripts reflected that each candidate met or exceeded the minimum GPA requirement, completed the required number of hours of subject-specific coursework, and demonstrated basic skills and ELP prior to admission. An application for admission was found in each record. Candidates were screened using several methods evaluated by a rubric for a total score across all screens. The admission requirements stated a signed handbook acknowledgment was required at admission, but that page was not found among the admission documents. Four (4) of the five (5) candidates had signed an agreement of understanding and adhering to the Texas Educators' Code of Ethics.

Two (2) of the five candidates had been admitted into the program contingent upon passing "PACT and COG" which is not a requirement of contingency admission per 19 TAC §227.15. Program staff were advised that, per 19 TAC §227.15(a), applicants that are offered contingency admission have met all admission requirements except the conferred degree. Ultimately each candidate was formally admitted with the date of formal admission clearly stated and reported to TEA in ECOS within the seven calendar days required in 19 TAC §227.17(e).

Degree plans, course descriptions, coursework, and the Status Report completed by EPP staff were reviewed for evidence that the Teacher (ALT) program is compliant with curriculum requirements in 19 TAC §228.30.

- Candidates in the Teacher (ALT) program completed at least 300 clock-hours of coursework as required in 19 TAC §228.35(b).
- The program met curriculum requirements in 19 TAC §228.30(c) and §228.30(d), including the digital literacy requirement in 19 TAC §228.30(c)(8).

The Teacher (ALT) program was found to be compliant with rules relating to FBE.

- Candidates in the Teacher (ALT) program complete 15 hours of interactive FBE and may complete up to 15 hours using videos.



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- FBE documentation was available for four (4) of the five (5) candidates. Email communication between program staff and one (1) candidate revealed that the candidate withdrew from the program before beginning FBE.
- Logs detailing FBE provided evidence that each of the four (4) candidates had completed FBE hours prior to starting clinical teaching or internship as required in 19 TAC §228.35(b)(1).
- Candidates completed FBE in a variety of approved settings and completed written reflections of the experiences which meets requirements in 19 TAC §228.35(e)(1).

Benchmark documents, transcripts, field supervisor logs, and records in ECOS were reviewed as evidence that Teacher (ALT) candidates complete clinical teaching or an internship as required in 19 TAC §228.35(e) and are supervised as required in 19 TAC §228.35(g).

- Two (2) of the five (5) candidates whose records were selected for review completed an internship and one (1) of the five (5) completed clinical teaching. Of the two (2) remaining candidates, one (1) left the program before reaching the point of clinical teaching or internship and one (1) was in process of completing the internship at the time of the review.
- Each of the four (4) candidates completed the pre-service requirements identified in 19 TAC §228.35(b) prior to beginning clinical teaching or internship.
- For the clinical teaching candidate, benchmark documents and transcripts reflected that the candidate completed the clinical teaching requirement; however, the number of clinical teaching days could not be verified because there was no log or other verifying documentation in the candidate's record.
- Each candidate was assigned a campus mentor or cooperating teacher. Program materials identify that mentors and cooperating teachers must meet qualification requirements; however, evidence of qualifications and training was not consistently captured and retained in EPP or candidate records.
- Certificates of completion and sign-in sheets were evidence that field supervisors completed both EPP training and the TEA-approved training; however, program staff had not captured evidence that each met the qualification requirements in 19 TAC §228.2(16).

It was noted that the TMATE program provides a stipend to mentor teachers for hosting interns and offers a Robert H. Elliott Memorial Award for candidates who demonstrate excellence in a variety of ways in clinical teaching.



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Candidates completing clinical teaching and internships were provided field supervision as required in 19 TAC §228.35(g).

- Field supervisors observed the clinical teacher four (4) times and observed interns six times during the internship year which exceeds requirements in 19 TAC §228.35(g).
- Field supervisors consistently captured educational practices observed and identified the level of proficiency demonstrated by the candidate during the observation.
- There was limited evidence that field supervisors consistently hold pre-and post-conferences with candidates and the duration of some of the observations did not meet the 45-minute requirement. EPP staff were advised that the 45-minute observation includes only the time spent observing and does not include the time spent conferencing with the candidate before or after the observation.
- Copies of observations were consistently provided to the required campus personnel.
- There is evidence the program has begun to implement the requirement in 19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(vii) that the field supervisor and cooperating teacher or campus supervisor must provide a written recommendation that the candidate was successful, or not successful in the demonstration of proficiency in the standards; however, documentation in candidates' records contained only the recommendation from the campus personnel.

Three (3) of the five (5) Teacher (ALT) candidates achieved standard certification. Benchmark documents and transcripts were evidence that each completed all requirements for the certificate sought. It was noted that two (2) of the interns were issued standard certificates with effective dates that were a week or more before the end of May. The EPP was reminded that the full-year internship ends on the last day with students and not on the last day of the university semester and the effective date on the standard certificate must be on or after the date the last requirement was met by the intern.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Retain evidence that clinical teachers complete a minimum of 70 days of clinical teaching as identified in 19 TAC §228.35(e)(2)(A). [19 TAC §228.40(f)]
2. Implement a process to consistently capture evidence of qualifications and training of cooperating teachers, mentors, and field supervisors assigned to support candidates in clinical teaching or internship assignments. Retain evidence in candidate or program records. [19 TAC §228.2(12), (16), and (24), §228.35(g), and §228.40(f)]



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3. Update field supervision processes and training to ensure field supervisors complete observations that are 45 minutes or more in duration and that they consistently conduct pre- and post-conferences with candidates around each observation. [19 TAC §228.35(g)]
4. Fully implement the process of capturing the recommendation from the field supervisor and cooperating teacher or campus supervisor that the clinical teacher or intern demonstrated proficiency in the standards for the certificate sought and should be recommended for the standard certificate. Retain documentation in candidates' records. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(vii) and §228.40(f)]

Principal Program

Due to missing documentation related to admissions of candidates into the Principal preparation program, it could not be concluded that the five (5) Principal program candidates whose records were reviewed met or did not meet some admission requirements.

- Four (4) of the five (5) candidates had completed an application for admission. Admission dates reported in ECOS for the five (5) candidates were July 2017 or after so the program should have implemented the formal admission process; however, there was no evidence of admission letters in the candidates' records submitted for the review. Additionally, the admission GPA and conferred bachelor's degree could not be verified for four (4) of the candidates due to a lack of transcripts available for review.
- The record for one candidate contained a bachelor's degree from out of country. Based on dates on benchmark documents and the graduate transcript, it appears this candidate completed the master's degree in Educational Administration at Tarleton and was then admitted into the Principal program for certification only. Coursework completed in the graduate program was credited toward certification and the candidate completed only the practicum after admission into the Principal program. The master's degree would suffice to determine GPA, a conferred degree, and as a demonstration of ELP for admission into the Principal program which meets requirements in 19 TAC §227.10(f) and §227.10(a)(7). Program staff were reminded that admitting an applicant into the program after completing all program requirements except the practicum should be an exception and not an established process because 19 TAC §228.35(c) requires a program to provide 200 clock-hours of coursework and a 160 clock-hour practicum to a "candidate" who, by definition in 19 TAC §228.2(5), is an individual that has been formally admitted.
- There was evidence the program has a written interview as a screen but there was no evidence the interview was evaluated using a rubric or that admission decisions were made based on the interview. Additionally, 19 TAC §241.5 requires a principal program to implement multiple "activities to determine the candidate's appropriateness" for the principal certificate so the program was advised to update the admission screening process for the Principal program applicants to include more than one activity to screen



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the applicant for appropriateness for Principal certification, and to evaluate the screening activities using a rubric and a cut score that are applied equitably across all applicants.

- Service records and teaching certificates were identified in admission documents as evidence the program collects those at admission. Each of the five (5) candidates had the required service and certification at admission so there was no written deficiency letter needed or present in those records which meets requirements in 19 TAC §227.10(a)(5).

Records for four (4) of the five (5) candidates contained a signed agreement of understanding and abiding the Texas Educators' Code of Ethics which meets requirements in 19 TAC §228.50 for professional conduct.

Principal curriculum was recently updated to transition to the Principal as Instructional Leader EC-12 certificate. Performance assessments were evaluated at that time so the program was determined to have met the requirement for a standards-based and research-based curriculum that includes performance activities and assessment as required in 19 TAC §228.30(a) and §228.30(e), §228.35(a), and §228.40(a). There is no evidence that the Principal preparation program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Principal candidate preparation. Candidates complete Principal certification requirements concurrent with a master's degree in Educational Administration, so candidates complete more than the 200 clock-hours required in 19 TAC §228.35(c). The Principal program handbook states that candidates must complete a standards-based practicum of 180 hours which exceeds the 160 clock-hour requirement in 19 TAC §228.35(e)(8) and that candidates will have three (3) meetings that total 135 minutes to discuss progress in the practicum which meets the requirement in 19 TAC §228.35(h) for frequency and duration but does not meet the requirement of an "observation".

- Four (4) of the five (5) candidates whose records were reviewed should have completed a practicum. Records were not available for one (1) of the four (4) candidates. There were no practicum logs to verify that candidates engaged with standards or completed the required 180 hours.
- There is evidence that three (3) candidates were assigned a site supervisor as required in 19 TAC §228.35(f); however, the EPP had not retained evidence to support that site supervisors met the qualification requirements in 19 TAC §228.2(31). The program has developed site supervisor training as required in 19 TAC §228.35(f); however, the EPP had not retained evidence that site supervisors attended the training.
- There is one (1) field supervisor assigned to observe candidates. There was no documentation submitted as evidence the field supervisor met the qualification requirements in 19 TAC §228.2(16). A training certificate provided evidence that the field



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supervisor had attended TEA-approved training; however, the training occurred after the practicum was complete for one (1) of the candidates.

- Field supervision was reflected as a series of meetings between a candidate and the field supervisor. The related documents provided meeting dates and durations with limited educational practices captured but candidate proficiency in the standards was not captured. For one (1) candidate, the meeting documentation was incomplete except for the date and time of the meeting and there was no verifying signature. The program was advised that 135 minutes must be observation time and that holding meetings to discuss progress in the practicum does not meet field supervision requirements in 19 TAC §228.35(h). The program was advised that pre- and post-conferences between candidate and field supervisor must occur before and after each observation which may be a good time to discuss progress in the practicum as it relates to the activity(s) observed in the formal observation.
- There was no evidence that the Principal program has implemented the requirement in 19 TAC §228.35(e)(8)(D) that the field supervisor and site supervisor must provide a written recommendation that the candidate was successful, or not successful in the demonstration of proficiency in the standards during the practicum.

Four (4) of the five (5) Principal program candidates achieved standard certification. Benchmark documents and transcripts were evidence that each completed all requirements for the certificate sought, including years of service and valid teaching certificates.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before August 31, 2020:

1. Develop and implement a process for collecting and retaining documents related to admission. [19 TAC §227.10, §241.5, and §228.40(f)]
2. Develop and implement a formal admission process and retain evidence in candidates' records. [19 TAC §227.17]
3. Develop and implement an admission screening process that screens applicants for their appropriateness for Principal certification. The process includes two or more screening activities, a rubric to evaluate applicant responses, and a cut score. [19 TAC §241.5(c)]
4. Develop and implement a process to consistently capture and retain evidence of qualifications and training of site supervisors and field supervisors assigned to support candidates completing practicum assignments. [19 TAC §228.2(16) and (31) and §228.40(f)]



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5. Update the practicum process to capture evidence of the number of clock-hours completed and evidence of engagement with the standards for the Principal certificate with verification by the site supervisors. Retain documentation in candidates' records. [19 TAC §228.35(e)(8) and §228.40(f)]
6. Update field supervision requirements and field supervisor training to ensure candidates are observed and provided support by field supervisors as required in 19 TAC §228.35(h) and that evidence is consistently retained in candidates' records as required in 19 TAC §228.40(f).
7. Develop and implement a process to capture a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for standard certification as required in 19 TAC §228.35(e)(8)(D).

Superintendent Program

Based on the records reviewed for five (5) candidates, the Superintendent preparation program met most admission requirements in 19 TAC Chapter 227.

- An application was retained for each candidate. There was sufficient evidence that the program had implemented the formal admission process as required in 19 TAC §227.17, and that program requirements for GPA, and demonstration of basic skills and ELP, are aligned with requirements in TAC. Service records and Principal certificates were identified in admission documents as evidence the program collects those at admission. Four (4) of the five (5) candidates had the required service and certification so there was no written deficiency letter needed or present in those records which meets requirements in 19 TAC §227.10(a)(5). One (1) of the five (5) candidates had been approved by TEA to substitute managerial experience for the certification and teaching experience requirement as allowed in 19 TAC §242.20(5). The waiver documentation was collected by the program at admission.
- The program appears to use a written essay with Power point slides and anticipated questions as an admission screen. 19 TAC §242.5(c) requires a Superintendent preparation program to implement multiple "activities to determine the candidate's appropriateness" for the Superintendent certificate; however, it could not be determined if this was one screen or several screens. The rubric measured grammar and writing conventions in the writing sample but lacked detail regarding the Power point slides and anticipated questions. Before the review closed, the program submitted additional screening instruments that it plans to implement with the Superintendent applicants in the future, including an oral interview, a Professional Resume of Leadership, and a recommendation from a current Superintendent. It was not clear how the substance of the Professional Resume of Leadership or the recommendation letter would be evaluated. Program staff were advised to update the rubric used to evaluate the written admission screen so that it evaluates the applicant's appropriateness for Superintendent certification.



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Records for each of the five (5) candidates contained a signed agreement of understanding and abiding the Texas Educators' Code of Ethics which meets requirements in 19 TAC §228.50 for professional conduct.

Degree plans, course descriptions, coursework, the candidate handbook, and the Status Report completed by EPP staff were reviewed for evidence that the Superintendent program is compliant with curriculum requirements in 19 TAC §228.30.

- The Superintendent candidate handbook identifies the dyslexia and mental health training requirements as potential needs of the candidate and provides links to services and information. Program staff were advised that training in dyslexia and mental health, substance abuse, and youth suicide are required curriculum elements that must be included in the instruction provided to Superintendent candidates per 19 TAC §228.30(c)(2) and §228.30(c)(3). The curriculum must be updated to include these items and published materials should be updated to reflect requirements.
- Published course descriptions reveal the program is standards-based.
- There is no evidence that the Superintendent preparation program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

The handbook published for candidates in the Superintendent preparation program identifies the program as a 15-semester credit-hour program that requires a 160 clock-hour practicum which meets requirements in 19 TAC §228.35(c) and §228.35(e)(8).

- There was evidence that two (2) of the five (5) Superintendent candidates completed a practicum of 160 or more hours; however, some of the activities recorded on one (1) of the logs appeared to reflect candidate participation in professional development and not candidate practice in the skills related to the Superintendent certificate. One (1) of the logs was not verified by the site supervisor. Program staff indicated that one (1) candidate left the program. Admission dates indicate that at least one (1) candidate was not at the point of practicum at the time of the review. The remaining candidate likely should have completed the practicum but there was no supporting documentation as evidence that he/she was at that point in the training.
- Limited documentation did not provide enough evidence that candidates completing the Superintendent practicum are consistently assigned qualified and trained site supervisors as required in 19 TAC §228.2(31) and §228.35(f) and field supervisors as required in 19 TAC §228.2(16) and §228.35(h).

The information in the candidate handbook suggests that field supervision is conducted by field supervisors via either a ZOOM conference or face to face and will be in the form of meetings where participants "will discuss the progress [candidates] are making plus review evidence



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which indicates [candidates] are making satisfactory progress” through the practicum. If implemented as stated in the handbook, the meeting duration will meet the 135-minute requirement for observations; however, the meeting format does not meet the observation requirements identified in 19 TAC §228.35(h).

- There were no observation documents or other field supervisor logs to support that field supervisors conducted the required observations or provided ongoing coaching and support as required in 19 TAC §228.35(h).
- There was no evidence that the Superintendent program has implemented the requirement in 19 TAC §228.35(e)(8)(D) that the field supervisor and site supervisor must provide a written recommendation that the candidate was successful, or not successful in the demonstration of proficiency in the standards during the practicum.

One (1) of the five (5) Superintendent program candidates achieved standard certification. Benchmark documents and transcripts were evidence that requirements were completed, including years of service and a valid teaching certificate.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Update the rubric used for the written admission screen to evaluate the applicant’s appropriateness for the certificate sought. Identify a cut score for both screens, written and oral interview. Retain evidence of candidate performance on screens in candidates’ records. [19 TAC §242.5(c)]
2. Coursework must be updated to include training in dyslexia and mental health, substance abuse, and youth suicide as required in 19 TAC §228.30(c)(2) and §228.30(c)(3) and a digital literacy evaluation followed by a prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).
3. Update and implement practicum requirements to ensure candidates complete a minimum of 160 clock-hours of standards-based activities. Ensure activities are verified by site supervisors and related documentation is retained in candidates’ records. [19 TAC §228.35(e)(8) and §228.40(f)]
4. Update the field supervision process and training to consistently capture and retain evidence that the following requirements are met:
 - Candidates are assigned qualified site supervisors and qualified field supervisors that have met training requirements; [19 TAC §228.2(16) and (31), §228.35(f), and §228.35(h)]



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- Field supervisors conduct field supervision activities as required in 19 TAC §228.35(h); and
- After the practicum is complete, the site supervisor and field supervisor provide the written documentation that the practicum was, or was not, successful. [19 TAC §228.35(e)(8)(D)]

Recommendations

- Update candidate handbook, website, and any other related materials as necessary to reflect requirements that are in alignment with TAC.

Educational Diagnostician

Based on the review of records for five (5) candidates, the Educational Diagnostician program met requirements for admission in 19 TAC Chapter 227 except the admission GPA and conferred degree could not be verified because there were no admission transcripts provided for review.

- As required in 19 TAC §227.10(a)(8), there was an application in each candidate's record and the program has implemented multiple screens that include a written and oral interview and a data analysis activity. Screens are evaluated using a rubric.
- Teaching certificates and service records provided evidence that each candidate met the teaching certification and experience requirement at admission so there was no deficiency letter expected or identified in records for these candidates.
- Each of the five (5) candidates had been formally admitted which meets requirements in 19 TAC §227.17.

Records for three (3) of the five (5) candidates contained a signed agreement of understanding and abiding the Texas Educators' Code of Ethics as required in 19 TAC §228.50. Program staff were encouraged to consistently collect and retain the signed attestations from candidates to reinforce expectations of professional conduct.

Degree plans, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the Educational Diagnostician program is compliant with curriculum requirements in 19 TAC §228.30.

- Certification requirements are completed concurrently with a master's degree where candidates complete more than the 200 clock-hours of standards-based coursework required in 19 TAC §228.35(c).
- The program meets requirements for standards-based coursework provided to candidates except the curriculum is missing evidence of instruction in the "framework... for teacher and principal evaluation" required in 19 TAC §228.30(c)(6) and there is no



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evidence that the program has implemented the digital literacy evaluation or related prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

Three (3) of the five (5) candidates whose records were reviewed had completed a practicum. Two (2) of the three (3) candidates had been issued a Probationary certificate.

- Candidate practicum logs and program literature provided evidence that candidates complete at least 300 clock-hours of practicum activities.
- Each candidate was assigned a site supervisor and a field supervisor, but program staff had retained limited evidence that the EPP had verified that each met qualification requirements identified in 19 TAC §228.2(16) and (31).
- A handbook was presented as evidence of the site supervisor training required in 19 TAC §228.35(f), but program staff had not retained evidence that site supervisors received or acknowledged the training. As required in 19 TAC §228.35(h), a certificate of completion was evidence that the field supervisor had completed the TEA-approved training; however, there was no evidence of additional training provided to the field supervisor by the EPP.

For each of the three (3) candidates that completed the practicum, field supervisors conducted three (3) observations totaling 135 minutes or more as required in 19 TAC §228.35(h)(1) and §228.35(h)(3); however, the first observation appeared to be a first contact meeting and not an observation.

- Dates on three (3) of the observation documents were future dates reflecting the observation occurred in Fall 2020.
- The practicum appeared to be standards-based; however, the observation instrument that field supervisors used to observe candidates during the practicum did not provide space for the field supervisor to capture candidate proficiency in the standards. The EPP was advised that the Educational Diagnostician program will need to develop an observation instrument and/or process that will objectively capture candidate demonstration of proficiency in the standards to be able to meet requirements in 19 TAC §228.35(e)(8) and §228.35(e)(8)(D).
- The field supervisor consistently captured a limited number of educational practices observed, but there was limited evidence that the field supervisor consistently conducts pre- and post-conferences with each candidate or provides written documentation of the observation to the site supervisor as required in 19 TAC §228.35(h).
- There was no evidence the program has implemented the requirement to obtain a recommendation from the field supervisor and site supervisor that the candidate was



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successful in the practicum and is ready for certification as required in 19 TAC §228.35(e)(8)(D).

Three (3) of the five (5) Educational Diagnostician candidates achieved a standard certificate. Completed benchmark documents and/or transcripts in the candidates' records reflected each candidate had completed requirements. Teaching certificates and service records provided evidence that each candidate met the teaching certification and experience requirement. [19 TAC §239.84]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Implement a process to ensure the Educational Diagnostician program is retaining transcripts and other admission documentation as required in 19 TAC §227.10 and §228.40(f).
2. Update coursework provided to Educational Diagnostician candidates to include instruction in the "framework... for teacher and principal evaluation" required in 19 TAC §228.30(c)(6) and a digital literacy evaluation followed by a prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).
3. Implement a process to consistently capture evidence of qualifications and training of site supervisors and field supervisors assigned to support candidates in practicum assignments. Retain evidence in candidate or program records. [19 TAC §228.2(16) and (31), §228.35(f), and §228.35(h)]
4. Update the field supervision process to meet requirements in 19 TAC §228.35(h) including:
 - Field supervisors must conduct required observations and related pre- and post-conferences with each candidate as required in 19 TAC §228.35(h);
 - Provide training to field supervisors and update the observation instrument or process as needed to ensure field supervisors consistently capture educational practices observed and candidate demonstration of proficiency in the Educational Diagnostician standards during formal observations; and [19 TAC §228.35(h) and §228.35(e)(8)]
 - After the practicum is complete, the site supervisor and field supervisor provide the written documentation that the practicum was, or was not, successful. [19 TAC §228.35(e)(8)(D)]



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Reading Specialist

Based on the review of records for five (5) candidates, the Reading Specialist program met most requirements for admission in 19 TAC §227.10.

- Transcripts for four (4) of the five (5) candidates reflected an admission GPA that was 3.0 or higher and a conferred bachelor's degree at admission. Transcripts for one (1) candidate did not reflect a conferred degree.
- Each candidate had completed an application and an admission screen.
- Teaching certificates were found in the records for each candidate. The service record was missing for one (1) candidate, and one (1) candidate did not have the required years of service at admission with no record of a deficiency letter provided to either candidate as required in 19 TAC §227.10(a)(5). The program referred candidates to the deficiency information published in the candidate handbook which does not meet requirements in 19 TAC §227.10(a)(5). Before the close of the review, program staff drafted a deficiency letter template to be used at admission to notify applicants of deficiencies in meeting issuance requirements.
- There was evidence the formal admission process had been implemented as required in 19 TAC §227.17; however, for one (1) candidate, the admission offer was dated after the candidate was admitted and for one (1) candidate, the admission date was not embedded in the offer of admission.

Records for each of the five (5) candidates contained a signed agreement of understanding and abiding the Texas Educators' Code of Ethics which meets requirements in 19 TAC §228.50 related to professional conduct.

Degree plans, course descriptions, coursework, and the Status Report completed by EPP staff were reviewed for evidence that the Reading Specialist program is compliant with curriculum requirements in 19 TAC §228.30. Reading Specialist candidates are required to complete more than the 200 clock-hours of coursework which meets the requirement in 19 TAC §228.35(c). There was evidence that coursework is standards-based and research-based; however, the curriculum was missing evidence of instruction in the "framework... for teacher and principal evaluation" as required in 19 TAC §228.30(c)(6) and there is no evidence the program has implemented the digital literacy evaluation or related prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

Candidates in the Reading Specialist program complete a practicum that occurs across two (2) semesters. Benchmark documents for each candidate reflected that two (2) candidates had completed the practicum while three (3) had completed the first semester only.

- Practicum logs reflected candidates completed greater than 160 clock-hours and that the practicum is standards-based; however, one (1) log was not verified by the site



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supervisor. There were no practicum logs available for review for the three (3) candidates that are in-process and had completed the first of two semesters.

- There was insufficient evidence to determine if site supervisors are consistently assigned to candidates as required in 19 TAC §228.35(f). There were individuals copied on some of the second-semester observation documents that were emailed to the candidates; however, there was no documentation provided for this review that identified the placement information or the site supervisor qualifications as identified in 19 TAC §228.2(31).
- Based on names on documentation, it appeared that there were two (2) field supervisors assigned to observe candidates, one for the first semester of the practicum and another for the second semester. It could not be determined if field supervisors met the qualification requirements as identified in 19 TAC §228.2(16).
- Evidence of training provided to site supervisors as required in 19 TAC §228.35(f) was not available. A certificate of completion of the TEA-approved training was provided for one (1) of the two (2) field supervisors; however, there was no evidence of any additional training provided by the EPP as required in 19 TAC §228.35(h).

Observation documents for the two (2) candidates that completed the practicum revealed that one (1) candidate had the required three (3) formal observations while the other candidate was observed two (2) times. One (1) observation had been completed for each of the three (3) candidates that are in-process.

- Observations were 45 minutes or more in duration.
- On the observation instrument, field supervisors consistently captured educational practices observed but the instrument does not have a place for field supervisors to capture candidate proficiency in the standards.
- Field supervisors also conducted pre-and post-conferences with candidates around the formal observations and may have provided copies of observations to site supervisors if the individuals copied on emails were indeed the site supervisors.
- For the two (2) candidates that had completed the practicum, there was no evidence that the Reading Specialist program had implemented the requirement to obtain a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for certification as required in 19 TAC §228.35(e)(8)(D).



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While benchmark documents were found in candidates' records, at the time of the review none of the five (5) candidates in the Reading Specialist program had achieved standard certification so it could not be determined if the program ensures candidates meet all certification requirements prior to recommending the standard certificate.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Update coursework provided to Reading Specialist candidates to include instruction in the "framework... for teacher and principal evaluation" as required in 19 TAC §228.30(c)(6) and a digital literacy evaluation followed by a prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).
2. Update the field supervision process and training to consistently capture and retain evidence that the following requirements are met:
 - Candidates are assigned qualified site supervisors and qualified field supervisors that have met training requirements; [19 TAC §228.2(16) and (31), §228.35(f), and §228.35(h)]
 - Field supervisors conduct field supervision activities as required in 19 TAC §228.35(h);
 - Field supervisors document candidate demonstration of proficiency in the standards; and [19 TAC §228.35(e)(8)]
 - After the practicum is complete, the site supervisor and field supervisor provide written documentation that the candidate was, or was not, successful in the practicum. [19 TAC §228.35(e)(8)(D)]

Recommendations

- Require site supervisor verification of practicum logs

School Counselor

Based on the records submitted for review, the School Counselor program met admission requirements as identified in 19 TAC §227.10 and §239.5. An application, evidence of an admission screen, transcripts, service records, and teaching certificates were present in each candidate's record. One (1) of the candidates was admitted with a service record that reflected less than the two (2) years of service required for certification; however, there was no deficiency letter in the candidate's record as required in 19 TAC §227.10(a)(5). Before the close of the



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review, program staff drafted a deficiency letter template to be used at admission to notify applicants of deficiencies in meeting issuance requirements. Each of the candidates had been formally admitted as required in 19 TAC §227.17.

Records for each of the five (5) candidates contained a signed agreement of understanding and abiding the Texas Educators' Code of Ethics which meets requirements in 19 TAC §228.50 related to professional conduct.

Degree plans, syllabi, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the School Counselor program is compliant with curriculum requirements in 19 TAC §228.30.

- School Counselor candidates complete certification requirements concurrent with a master's degree so candidates complete more than the 200 clock-hours required in 19 TAC §228.35(c).
- The program met requirements for curriculum except there is no evidence the program has implemented the digital literacy evaluation, or the prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

Degree plans and the program handbook indicate the School Counselor preparation program requires a 160 clock-hour practicum. According to benchmark documents, three (3) of the candidates had completed a practicum and two (2) had not progressed to that point in the coursework.

- Candidates complete a log of practicum hours. The logs, verified by the site supervisor, reflected more than 300 hours completed; however, there was limited detail in the activity captured on the log that the practicum is aligned with the School Counselor standards as required in 19 TAC §228.35(e)(8). Program staff were encouraged to update the log to capture candidate time spent engaging with the School Counselor standards.
- Candidates were provided field supervisors and site supervisors during the practicum. One (1) field supervisor was assigned to the three (3) candidates.
- The program captured some qualification requirements of field supervisors and site supervisors as required in 19 TAC §228.2(16) and §228.2(31); however, the requirement that the field supervisor and site supervisor must be an accomplished educator as shown by student learning was not captured. Additionally, the site supervisor vouched for his or her qualifications by signing an affirmation document. The program was encouraged to have the qualifications verified by an authority that is not the site supervisor, such as a campus administrator.
- A certificate of completion provided evidence that the field supervisor had attended the TEA-approved training. There was no additional EPP training provided; however, program staff were advised that if multiple field supervisors are employed for this program, EPP training that includes policies, procedures, and norming across field



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supervisors should be implemented. There was no evidence that site supervisors are provided scientifically based training that includes training in coaching and mentoring candidates as required in 19 TAC §228.35(f).

Candidates completing a practicum were provided field supervision.

- Both site supervisors and field supervisors conduct observations.
- Documentation retained in candidate records revealed that field supervisors conducted two (2) of the three (3) required observations for two (2) candidates and conducted three (3) observations for the third candidate. The duration of each observation could not be determined because there was no duration captured on observation documents.
- Educational practices observed by the field supervisor and candidate demonstration of proficiency were captured during observations; however, the standards reflected on the observation instrument lacked alignment with the School Counselor standards. Program staff were encouraged to evaluate the observation instrument and update where necessary to achieve alignment with the School Counselor standards in 19 TAC §239.15.
- Candidates signed the observation instruments but there was no evidence on the signed document that field supervisors held pre- or post-conferences with candidates or provided copies of observation documentation to candidates or site supervisors as required in 19 TAC §228.35(h). Before the close of the review, program staff developed a document for the candidate to sign as affirmation that the pre- and post-conferences were held with the field supervisor. Program staff were encouraged to minimize paperwork and it was suggested to them to try to capture as much detail as possible on the observation instrument to prevent the addition of more paperwork.
- There was no evidence that the School Counselor program had implemented the requirement to obtain a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for certification as required in 19 TAC §228.35(e)(8)(D).

One (1) of the five (5) School Counselor candidates had achieved standard certification. Benchmark documents found in records for all candidates, and a final transcript, provided evidence that the candidate met all program requirements prior to certification.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 19, 2020:

1. Update coursework provided to School Counselor candidates to include the digital literacy evaluation followed by the prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).



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2. Update and implement field supervision and training requirements to consistently capture and retain evidence that the following requirements are met:
 - Candidates are assigned qualified site supervisors and qualified field supervisors that have met training requirements; [19 TAC §228.2(16) and (31), §228.35(f), and §228.35(h)]
 - Field supervisors conduct field supervision activities as required in 19 TAC §228.35(h) including frequency and duration of observations; interactions between field supervisors and candidates, including first contact, pre-and post-observation conferences, and ongoing coaching and support; and communication of the outcome of the observations to the site supervisor; and
 - After the practicum is complete, the site supervisor and field supervisor provide the written documentation that the practicum was, or was not, successful. [19 TAC §228.35(e)(8)(D)]

Recommendations and Advisement

- Implement draft documents created during the review so that programs remain in compliance in those areas. Future reviews will verify implementation.
- 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.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- 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



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updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement.

- Intern and Probationary certificate deactivation timelines and requirements changes are proposed. Changes will 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.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 19, 2020”.

Signature of Legal Authority	Date
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Printed Name of Legal Authority	Date
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