



2020-2021 Continuing Approval Review Report Paul Quinn College

Introduction

A 5-year Continuing Approval Review was conducted by Program Specialist Lorrie Ayers of the educator preparation program (EPP) at Paul Quinn College (161504) on February 8, 2021. 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. The EPP at Paul Quinn College (PQC) was originally approved on September 1, 1972.

Dr. Kizuwanda Grant was the program Legal Authority, and Dr. Paula Mason was the primary EPP contact for the Continuing Approval Review. PQC is approved to prepare and certify candidates in the Teacher certification class. Certification is offered in the Undergraduate (U) and Alternative (ALT) routes. The EPP did not report finishers for the 2018-2019 or 2019-2020 academic years. The EPP was rated Accredited at the time of the review. The risk level was Stage 3 (low).

EPP staff participating in the review at various stages were: Dr. Kizuwanda Grant and Dr. Paula Mason.

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 the TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The 5-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review. Records for 8 candidates were requested for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to the Teacher certification class in each certification route 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. The Next Steps were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

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 January 21, 2021. Additional EPP documents, including candidate records, were submitted on February 4, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence.

Findings, Compliance Issues, and Recommendations

"Findings" indicate evidence collected during the review process. If the program is "not in compliance" with any identified component, the program should consult the TAC and correct the issue immediately. "Next Steps" were 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.



Results

Self-reported information and candidate and EPP records were reviewed to verify that the EPP is compliant with TAC requirements for program activities and candidate preparation and certification. The Status Report and related documents, such as program and candidate handbooks, the college website, and candidate records, including transcripts, admission documents, benchmark documents, degree plans, course descriptions, training certificates, and completed logs and observation documents, were reviewed. The following are the results of the review.

Per self-reported information in the Status Report, 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.

19 TAC §228.20(g) requires that each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. The candidate handbook provided by the EPP identified that the undergraduate program design requires candidates to complete at least 60 credit-hours of courses, which includes 12 credit-hours of Teacher Preparation coursework and at least 10 clock-hours of early field-based experiences (FBE), prior to admission. EPP staff responded this was primarily due to the size of the program and inflexibility in course offerings. There is no clear calendar for candidates who are being alternatively certified. There is also not a clear distinction between enrollment in the undergraduate program and enrollment in the alternative certification program when a candidate transfers from one program to another.

The EPP does not have any additional sites; however, EPP staff stated that candidates in certification areas other than Core Subjects EC-6 may be directed to The University of Phoenix to take required coursework which will then transfer to Paul Quinn College. EPP staff were reminded that they are responsible for the quality of the coursework provided to their candidates by the University of Phoenix or provided by any other entity that is contracted to provide training to PQC candidates.

The EPP has an MOU with the Dallas Independent School District.

While Paul Quinn College has a website, the EPP does not have a page within that website, so the website was not a vehicle to convey the following required information to applicants. Additionally, the information was not printed on the application materials:

- Information about the effect of supply and demand forces on the educator workforce in Texas and information about the performance of the EPP over five years; [19 TAC §227.1(c)]
- The required fingerprint background check; [19 TAC §227.1(b)]
- 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; and [19 TAC §227.1(d)]
- The EPP complaints process, with a link to the TEA complaints process. [19 TAC §228.70(b)(2)]



It was noted that information about the program admission requirements, benchmarks for program completion, and information about the required fingerprint background check and the EPP complaints process was published in writing in the candidate handbook but was not readily accessible to applicants who may not have access to a handbook for candidates.

EPP staff signed a statement of reading and understanding the Texas Educators' Code of Ethics (ECOE) which meets requirements in 19 TAC §228.50 related to professional conduct; however, the EPP inconsistently collects a similar acknowledgment from candidates. Records for four (4) of the 8 candidates contained a signed acknowledgment of reading and understanding the ECOE. The program was advised to 1) update the acknowledgment to collect candidate agreement to adhere to the ECOE; and 2) consistently collect this document from all candidates.

19 TAC §228.40(f) requires the EPP to retain "documents that evidence a candidate's eligibility for admission into the program and evidence of completion of all program requirements for a period of five (5) years after a candidate completes, withdraws from, or is discharged or released from the program". Records were not available for three (3) candidates who had started the program but had become inactive at various points in the preparation process. Additionally, complete records of field-based experience (FBE) were not available for one (1) of the three (3) candidates who had completed FBE requirements.

It was not clear how candidates are recruited into the alternative certification program. It appears that some candidates from the undergraduate program moved into the alternative program to finish requirements. For those candidates, two (2) sets of admission records were expected, but only one (1) was provided in each case. Admission records were created for other candidates admitted into the ALT program.

The requirements for admission into the undergraduate (U) preparation program were identified in the candidate handbook:

- Junior status (at least 60 hours completed);
- Currently enrolled in good academic standing;
- Successful completion of 12 credit hours of Teacher Preparation coursework;
- Documentation of at least 10 in school observation hours;
- Official transcripts from all institutions attended;
- Passing TSI (Texas Success Initiative) scores;
- Minimum GPA of 2.75;
- An application;
- An interview; and
- A writing sample addressing one of several prompts.

Admission requirements for candidates seeking admission into the ALT program were not clear, although each held a bachelor's degree at admission as required in 19 TAC §227.10(a)(2).

The EPP provided admission records, including transcripts, application materials, and letters and emails for five (5) of the 8 candidates. Records were inconsistent or missing for three (3) candidates who were admitted but had become inactive in the program at some point after



admission. The following was found in the admission records submitted for the candidates whose records were selected for review:

- An application for admission was found in the records for four (4) of the 8 candidates, which does not consistently meet the requirement in 19 TAC §227.10(a)(8).
- The EPP screens candidates at admission using an interview and a writing sample as required in 19 TAC §227.10(a)(8). Records for 6 of the candidates contained evidence of the screens. One (1) interview was not scored, and another was dated after the date of formal admission. There was no indication of how the writing samples were scored or if they were used in an admission decision.
- Six of the 8 candidates were admitted with a GPA above the 2.75 required by the EPP. Two (2) were admitted below the 2.75 requirement. All candidates exceeded the 2.5 minimum required in 19 TAC §227.10(a)(3).
- Prior to admission, 6 of the 8 candidates had completed more than the minimum number of subject-specific credit hours in the subject area in which each was admitted which meets the requirement in 19 TAC §227.10(a)(4).
- Candidates met the basic skills requirement either through previously completed college-level coursework or a conferred bachelor's degree. The program was advised that TSI scores cannot be used as a criterion for an admission decision. The TSI is used as a determination of basic skills. Additionally, if applicants have completed 60 credit-hours of coursework at the university prior to admission into the EPP, then the applicants would meet an exemption in 19 TAC §4.54 because they have completed college-level coursework.
- English language proficiency was met either through university requirements or through a bachelor's degree conferred in the U. S.
- There were no candidates admitted with credentials from out of country.
- 19 TAC §227.10(a)(9) allows the EPP to have additional academic requirements for admission. The EPP requires candidates to have completed at least 60 credit-hours of college coursework prior to admission. Evidence of 60 hours was found in records for four (4) of the 8 candidates. Due to missing records or lack of clarity on the preparation route, completed hours could not be accurately determined for the other four (4) candidates.
- The EPP has partially implemented the formal admission process as identified in 19 TAC §227.17. Two (2) of the 8 candidates were admitted before the formal admission requirement was effective and records were missing for two (2) other candidates. Offer letters with admission dates embedded were found in four (4) sets of admission records, as expected; however, there was no evidence that the EPP collects the candidate's signed acceptance of the admission offer. It was noted that the admission letter identified the candidate had 14 days to return the signed acceptance; however, the 14-day period ended after the identified date of admission so EPP staff were encouraged to shorten the response time for acceptance of formal admission. The EPP must create an admission record for candidates in the Educator Certification Online System (ECOS) within 7 calendar days of the formal date of admission. Based on the implementation date of the requirement in TAC, admission records were expected for 6 of the 8 candidates, but records for four (4) met the 7-day requirement.



- There was no evidence that any of the 8 candidates had been contingently admitted as identified in 19 TAC §228.15; however, it was noted that three (3) of the candidates had been admitted conditionally pending receipt of required FBE hours. The program was reminded that candidates must meet all admission requirements to be formally admitted.
- The program was encouraged to review and revise the admission point into the U program so that candidates are admitted before they begin Teacher Preparation coursework, including the 10 observation hours, since 19 TAC Chapter 228 identifies that the EPP must provide the coursework, including FBE hours, to “candidates” which, according to the related definition in 19 TAC §228.2(6), are individuals that have been “formally or contingently admitted into an educator preparation program.” 19 TAC §227.17(f) specifically prohibits EPPs from providing coursework and training to individuals before they are admitted into ALT programs.

Self-reported information in the Status Report, with course descriptions, degree plans, and syllabi, provided evidence of coursework provided to candidates:

- As required in 19 TAC §228.30(a), coursework and training provided to candidates pursuing the Core Subjects EC-6 certificate area is standards-based, addresses the TEKS, and offers candidates multiple opportunities to practice skills. Candidates receive a significant amount of instruction in each subject area within the Core Subjects EC-6 certificate. The EPP offers preparation in other certificate areas, but it is not apparent in which courses candidates receive standards-based instruction for those areas. EPP staff indicated that due to limited course offerings, candidates are often referred to the University of Phoenix to take courses that may not be offered by Paul Quinn College. Program staff were advised that the approved EPP at the University of Phoenix is closing effective August 31, 2021.
- Undergraduate candidates pursuing the Core Subjects EC-6 certificate complete some of their required coursework in EDUC 2301: Introduction to Teaching, which is taken prior to admission into the EPP. In this course, prospective candidates receive the following required instruction:
 - Instruction in the ECOE, including instruction in appropriate relationships, boundaries and communications between educators and students;
 - Instruction in the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students; and
 - The framework in Texas for teacher and principal evaluation.
- Other courses provide candidates instruction in:
 - Dyslexia;
 - Mental health, substance abuse, and youth suicide;
 - The importance of building strong classroom management skills;
 - Reading;
 - The pre-kindergarten guidelines; and
 - The English Language Proficiency Standards (ELPS).
- The digital literacy evaluation and prescribed curriculum required in 19 TAC §228.30(c)(8) are found in EDUC 3302: Technology in Teaching.



- It is not clear where candidates in the ALT program or candidates pursuing certificate areas other than Core Subjects EC-6 receive the required instruction.
- The program did not identify that all candidates in each certificate area receive the appropriate instruction based on the teacher standards in 19 TAC Chapter 149. It was discussed with program staff that they must review coursework offered to all candidates in any certificate area and update as necessary to ensure coursework is standards-based as required in 19 TAC §228.30(a) and §228.30(d)(4).

Degree plans reflect that candidates in the undergraduate program begin coursework prior to admission into the EPP but ultimately complete at least 300 clock-hours of coursework as required in 19 TAC §228.35(b). Due to the lack of documentation or published information for candidates in the ALT program, the total required hours of coursework could not be determined. Program staff were advised to submit to TEA a published degree plan for candidates seeking certification in the alternative route.

While most of the coursework in the undergraduate program is delivered face to face, the PQC EPP has an online element in their program. Syllabi and course information revealed that some courses are delivered in a hybrid manner as well as all University of Phoenix coursework is delivered online. EPP staff were advised that 19 TAC §228.35(a)(6) requires that “coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of” the four (4) options for online accreditation.

According to the Status Report and the Candidate Handbook, candidates in the undergraduate program complete 14 weeks of clinical teaching. The course catalog identifies 12 weeks and should be updated. Candidates in the alternative program are offered the option of completing a full-year internship. Candidates complete a portfolio during the clinical teaching experience. The candidate handbook identifies that clinical teachers are provided a \$500 stipend to offset costs of teacher supplies and other costs related to the clinical teaching assignment. Of the 8 candidates whose records were selected for review, one (1) candidate had completed clinical teaching, and two (2) candidates had completed one or more years of an internship. One (1) of the two (2) interns had completed internships in 2007-2008 and 2008-2009 and was readmitted into the EPP in 2018. Per the records retention requirement, there were no documents available pertaining to the first two (2) internships. Other candidates were either inactive or had not reached the point of clinical teaching or internship at the time of the review.

- Field-based experience (FBE) activities are required per published EPP information in course syllabi and the candidate handbook. FBE documentation was found in the records for four (4) candidates. Two (2) of the four (4) candidates documented more than 30 hours while the other two (2) completed less than 30 hours which does not meet the requirement in 19 TAC §228.35(e)(1). One (1) undergraduate candidate had completed reflections of the experiences. FBE were completed in a variety of settings and verified by cooperating teachers; however, it could not be determined if any of the FBE hours were interactive as required in 19 TAC §228.35(e)(1)(A). FBE hours were completed prior to beginning clinical teaching or internship as required in 19 TAC §228.35(b)(1).



- Benchmark documents, transcripts, observation documentation, and email samples were reviewed as evidence that candidates completed clinical teaching or internship as required in 19 TAC §228.35(e)(2) and were supervised as required in 19 TAC §228.35(g).
 - Placement information was found on the observation documents.
 - A cooperating teacher was assigned to the clinical teacher candidate; however, there were no mentors assigned to the interns. The program has developed training that was provided to the cooperating teacher, but it was not clear if the cooperating teacher met the qualification requirements of certification, experience, and accomplishment as required in 19 TAC §228.2(14). It was noted that the cooperating teacher training was focused on processes with limited training on mentoring and coaching candidates. EPP staff were advised to update training to include “coaching and mentoring teacher candidates” as required in 19 TAC §228.2(14)
 - Observation documentation supports that field supervisors were assigned to the clinical teacher and to one (1) of the interns; however, the identity of the field supervisor and the qualifications could not be verified due to lack of related documentation.
 - Field supervisor training was provided for the review, but it could not be verified that field supervisors received the training. Additionally, there was no evidence field supervisors had attended the TEA-approved training as required in 19 TAC §228.35(g).
 - Field supervisors completed the required number of observations of the clinical teacher candidate and the intern; however, there was no evidence of the first contact between field supervisors and candidates or of ongoing coaching and support provided by field supervisors.
 - The observation instrument allowed field supervisors to capture a variety of information about the candidate and the observation, such as date and duration of observation, educational practices observed, and evidence of pre-and post-conference held with the candidate. The document did not capture candidate proficiency in the standards.
 - There was no evidence that the EPP provides written feedback about the observation to the campus cooperating teacher or mentor and no evidence that the field supervisor and cooperating teacher or mentor collaborate during the candidate’s assignment.
 - The EPP is required to collect a final written recommendation from supervising campus personnel and the field supervisor regarding candidate success in the clinical teaching or internship experience. The EPP does not appear to have implemented this requirement for either the undergraduate or alternative certification program, which does not meet the requirements in 19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(ix).

For the purpose of EPP improvement, 19 TAC §228.40(e) requires the EPP to “continuously evaluate the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments. EPP staff submitted a 2020-2021 Program Evaluation and Improvement plan with



all items marked as 'in process'; however, it was noted by EPP staff that the curriculum has not been revised based on scientifically based research in three (3) years. EPP staff were encouraged to continuously evaluate all program elements and update as needed to ensure efficient and effective candidate preparation.

As required in 19 TAC §228.40(b) and §228.40(d), the EPP prepares candidates for testing through coursework and through practice testing. Evidence of compliance with these requirements was found in the records for the two (2) candidates that had achieved standard certification.

The EPP has published benchmarks in the candidate handbook. Two (2) of the 8 candidates had achieved standard certification. Completed benchmark documents and transcripts were found in each of the candidate's records indicating benchmarks were met prior to certification.

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.

- The EPP met deadlines for data submission.
- Admission data has been reported either using the GPA spreadsheet or, effective September 1, 2019, through an admission record created in the Educator Certification Online System (ECOS). Reported GPA and subject-specific content hour data could be verified as accurate for three (3) candidates. Observation data was reported accurately when compared with information in observation documents.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. Enrollment status was reported accurately for most of the 8 candidates. Three (3) of the 8 candidates had been carried on the Finisher Records List with a status of "Other Enrolled" for multiple years; however, EPP staff indicated the candidates were no longer active in the program. EPP staff were advised that they should have an exit policy that clearly defines the end of enrollment which could coincide with the university policy for enrollment. Additionally, the certification route was unclear for some candidates who were identified as Post-bac candidates but appeared to have completed requirements in the undergraduate program. It was discussed with EPP staff that having clear admission and exit points consistently applied to all applicants and candidates will result in better record keeping.

Next Steps

1. [19 TAC §228.20(g)] Redesign the program calendar for the undergraduate and alternative programs so that candidates are admitted prior to beginning coursework. The calendar should have a sequence of clear admission and exit points into and out of the programs. Submit the revised program requirements to TEA.
2. [19 TAC §227.1(b), §227.1(c), and §227.1(d)] Publish in a place that is transparently accessible to applicants and candidates the following: a) information about the required fingerprint background checks for clinical teachers and to become a certified teacher; b) notification about 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; c) information about the effect of supply and demand



forces on the educator workforce in Texas; d) information about the performance of the EPP over five years; e) the program admission requirements; and f) the program completion requirements. Distinguish between U and ALT programs where necessary to provide the required information that is relevant to each program. Provide TEA the link to the webpage or a written copy of the published information.

3. [19 TAC §228.70(b)(2)] Publish the EPP complaints process on the EPP website, including a link to the TEA complaints process. Provide TEA a link to the published information.
4. [19 TAC §228.50] The ALT program must update the process for collecting ECOE acknowledgments from candidates and consistently retain them in the candidate's record. Update the wording in the acknowledgment to capture candidate agreement to adhere to the ECOE. Submit to TEA a written description of the updated process, including the intended implementation date and any related documents; or submit evidence of implementation for one (1) current candidate.
5. [19 TAC §228.40(f)] Update and implement a secure records retention process that allows the EPP to retain records of candidate admission and preparation for a minimum of five (5) years from the time the candidate finishes, withdraws from or is released from the EPP. Submit to TEA a written description of the updated process, including the intended implementation date and any related documents.
6. [19 TAC §227.10(a)(8)] Consistently collect and retain an application for admission from all admitted candidates. For candidates transferring from the U program to the ALT program, two (2) applications must be retained, representing admission into each of the programs. Submit to TEA a written description of the updated process, including the intended implementation date and any related documents; or submit evidence of implementation for one (1) current candidate.
7. [19 TAC §227.10(a)(9)] Evaluate the requirement that applicants must have completed 60 hours of college coursework prior to admission. If the program intends to retain that as an admission requirement, then establish a process to consistently enforce that admission requirement. Establishing a clear admission point into each the U and ALT program will help with the implementation of that requirement. Submit to TEA a written description of the updated process, including the intended implementation date and any related documents; or submit evidence of implementation for one (1) current candidate.
8. [19 TAC §227.17(c) and §227.17(e)] Update the formal admission process to ensure applicants meet all admission requirements prior to offering them formal admission. Collect and retain the candidate's signature accepting the admission offer and create an admission record for each candidate within 7 calendar days of the formal admission date identified in the offer letter. Adjust the response time for candidates to return the signed acceptance so that the EPP receives the acceptance on or before the identified date of formal admission. Submit to TEA a written description of the updated process, including



the intended implementation date, and any related documents; or submit evidence of implementation for one (1) current candidate.

9. [19 TAC §228.30(a)] Update coursework and training provided to candidates in each certificate area and in each route to ensure candidates receive the required standards-based training, including the TEKS training as related to the certificate area. Submit a scope and sequence document for each active certificate area other than Core Subjects EC-6 for the U and ALT routes that reflects the sequence of courses provided by the EPP.
10. [19 TAC §228.30(c) and §228.30(d)] Update coursework and training provided to candidates in each certificate area in each route to ensure candidates receive the required training in the additional topics, including instruction based on the Teacher standards in 19 TAC Chapter 149. Submit a scope and sequence document for each active certificate area other than Core Subjects EC-6 for the U and ALT routes that reflects the sequence of courses in which candidates will receive the required instruction.
11. [19 TAC §228.30(b)] Ensure the ALT program requires a minimum of 300 clock-hours (18 semester credit-hours + 30 clock-hours of FBE) for candidates pursuing certification through the ALT route. Submit a Scope and Sequence document that shows the courses required for the ALT program.
12. [19 TAC §228.35(a)(6)] If the EPP will continue to offer instruction in an online delivery, begin the process of documenting quality certification for each of the courses or programs offering preparation through this delivery mode. Submit evidence of quality certification or evidence the certification process has been initiated.
13. [19 TAC §228.35(e)(1)] Update FBE requirements and the FBE process to ensure that each candidate documents a minimum of 30 clock-hours of FBE prior to clinical teaching or internship and that at least 15 hours are interactive with students. Ensure candidates complete reflections of their experiences. Retain all documentation of FBE activities in candidates' records per the records retention requirement in 19 TAC §228.40(f). Submit to TEA a written description of the updated plan, including the implementation date and any related documents; or submit completed FBE documentation for one (1) current candidate.
14. [19 TAC §228.35(f), §228.35(g), §228.2(14), §228.2(18), and §228.2(26)] Ensure each candidate completing clinical teaching is assigned a cooperating teacher and a field supervisor and each candidate completing an internship is assigned a mentor and a field supervisor. Ensure that each individual assigned to the candidate meets the qualification requirements and has been trained as required. Update the training provided to cooperating teachers and mentors to include training in how to coach and mentor teacher candidates. Submit to TEA a written description of the updated process, including the implementation date and any related documents, including training materials; or submit evidence of implementation for one (1) current candidate.



15. [19 TAC §228.35(g)] Update requirements for field supervisors to ensure they make the first contact with candidates within the first three (3) weeks of the assignment, that they provide ongoing coaching and support throughout the clinical teaching or internship assignment, and that they collaborate with the cooperating teachers and mentors regarding candidate progress. Establish a process for collecting and retaining documentation as evidence of these practices. Submit to TEA a written description of the updated requirements and process, including the implementation date and any related documents; or submit evidence of implementation for one (1) current candidate.
16. [19 TAC §228.35(g)] Update the observation process, requirements, and/or documents to capture evidence of candidate proficiency demonstrated during the observation and evidence that observation documentation is provided to supervising campus personnel. Submit to TEA the updated process, requirements, and/or documents including the implementation date; or submit evidence of implementation for one (1) current candidate.
17. [19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(ix)] Implement the process of collecting a recommendation from the cooperating teacher or campus supervisor and the field supervisor that the candidate is successful in the clinical teaching or internship experience and should be recommended for standard certification. Submit to TEA a written description of the process, including the implementation date and any related documents, or submit evidence of implementation for one (1) current candidate.
18. [19 TAC §229.3(f)(1)] Determine which candidates are enrolled in each of the programs, U and ALT, and ensure each candidate is reported on the Finisher Records List and is reported in the correct route according to the route definitions in 19 TAC §228.2(3) and §228.2(28).

Recommendations and Advisement

- Update the course catalog to reflect the requirement of 14 weeks of clinical teaching.
- Determine which certificate areas the EPP intends to support with coursework and training and request that TEA remove the unsupported certificates from EPP inventory. If the college does not plan to offer graduate degrees, consider removing the PB certificates from inventory.
- EPP staff were reminded that they are responsible for the quality of the coursework provided to their candidates by University of Phoenix. Because University of Phoenix is closing the Texas EPP, program staff should consider another source for coursework.
- 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.
- The transition from Core EC-6 with STR (test 291) to Core EC-6 with STR (test 391) is in process. December 31, 2021 is the last administration date for test 291. Candidates will be able to be certified using the 291 through December 2022. EPPs should begin reminding candidates of these deadlines to ensure that they meet all requirements and can be standard certified using the 291, if applicable. As new EC-6 candidates are admitted, they should be admitted as 391 candidates.
- 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.

Recommendations for All EPPs

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about 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 September 14, 2021”.

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**