

# 2024–2025 Continuing Approval Review Report

## TeacherBuilder.com

### INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the TeacherBuilder.com educator preparation program (EPP) on October 14-28, 2024. Per 19 Texas Administrative Code (TAC) §228.13(a), "an educator preparation program (EPP) ...shall be reviewed at least once every five years...". Dr. Noe Saucedo, the owner, was identified as the program's Legal Authority, and Ms. Cristina Cardenas, the Certification Officer, was the primary EPP contact for the review process. The TeacherBuilder.com EPP was approved by the State Board for Educator Certification (SBEC) on March 4, 2005. On June 28, 2024, the EPP was notified of the review. At that time, the EPP was rated Accredited with a risk level that was Stage 2 (medium). At the time of the review, the EPP was rated Accredited. The EPP reported 272 finishers for the 2022-2023 reporting year and 212 finishers for 2023-2024.

At the time of the review, the TeacherBuilder.com EPP was approved to prepare and recommend candidates for certification in the Teacher class in the alternative certification (ALT) route.

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 five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification classes and certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code (TAC) and Texas Education Code (TEC); and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. The EPP submitted a Status Report and related program documents to TEA on September 30, 2024. Additional EPP documents, including records for six candidates (the sixth candidate was reviewed for admission purposes only), were submitted by the EPP on October 7, 2024. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

"Findings" reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by "Evidence" collected during the review process. Where a "Corrective Action" is required, the program should consult the TAC and TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

**Corrective actions that are planned but have not been implemented must include an implementation date.**

"Advisement" was provided to EPP staff regarding important new information and reminders.

"Recommendations" are suggestions for general program improvement or reminders of important information for the EPP and no follow-up is required.

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Following are the areas where the EPP was found to exceed requirements in TAC.

### FINDING: MENTOR TEACHER RESPONSIBILITIES

The EPP exceeds requirements in 19 TAC §228.97(b)(1-2) by requiring mentor teachers to observe candidates three times in addition to the required duties of the mentor teacher.

#### EVIDENCE

1. Three formal observations conducted by the mentor were found in the records for each of the five candidates. EPP staff explained that this was an EPP requirement.

### FINDING: COURSEWORK AND TRAINING FOR CLASSROOM TEACHER CANDIDATES

The EPP exceeds requirements in 19 TAC §228.37(a) by requiring candidates to submit, in addition to the 300 clock-hours of required coursework, evidence of district and Education Service Center (ESC) Training, as applicable.

#### EVIDENCE

1. The EPP collected district and ESC training transcripts from all five candidates. The training transcripts reflected between 19 and 116.5 hours of additional training during the internship year. The training records were evidence of professional development required by the district where the candidate was employed and reflected that each candidate was continuing to develop as a classroom teacher, apart from their EPP-directed training.

Following are the additional findings of the review.

### GOVERNANCE

Oversight of the EPP and ongoing evaluation of the effectiveness of the EPP were reviewed. The following are the findings:

#### FINDINGS

1. The EPP has established an advisory committee that
  - provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of the EPP; and
  - is composed of a variety of collaborators including representation from at least three of these areas: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and

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- meets at least one time per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
- 2. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
- 3. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]

### CORRECTIVE ACTION REQUIRED

None

### REQUIRED NOTIFICATIONS

Candidate records, the EPP website, and candidate handbooks were reviewed for evidence the EPP has communicated the required notifications to applicants and candidates. The following are the findings:

### FINDINGS

1. The EPP has informed applicants to all programs about the required criminal history background checks for clinical teaching and employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has notified applicants and candidates about:
  - the potential impact of criminal history on candidate certification; and
  - the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has informed applicants about the admission requirements and completion requirements of the EPP. [19 TAC §227.1(c)(1) & (2)]
4. The EPP has informed applicants in all programs about
  - the EPP performance over time for the past five years; and
  - the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A) & (B)]
5. The EPP has published a complaints process that includes a link to the TEA complaints process. [19 TAC §228.70(b)] [Effective September 1, 2024: 19 TAC §228.123 (a)-(d)]

### CORRECTIVE ACTION REQUIRED

None

### ADMISSION REQUIREMENTS

Candidate records including applications, transcripts, and screening rubrics were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapter 227. The following are the findings:

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### FINDINGS

1. There is sufficient evidence the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(2)]
2. There is sufficient evidence the EPP requires applicants to the EPP to meet the minimum 2.50 GPA requirement or meet requirements for the 10% exception to the GPA requirement. [19 TAC §227.10(a)(3)]
3. There is sufficient evidence the EPP requires applicants to meet the requirement for subject-specific semester credit hours or have a passing score on the appropriate pre-admission content test (TX PACT) at admission. [19 TAC §227.10(a)(4)]
4. Candidates consistently demonstrate English language proficiency prior to admission. [19 TAC §227.10(a)(7)]
5. Candidates consistently participate in an admission screen to evaluate the candidate’s appropriateness for the certificate sought. There is sufficient evidence that the screen is scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8)]
6. An approved Statement of Qualifications (SOQ) and licensure were found in the records for the one candidate admitted in Career & Technology Education (CTE) areas requiring work experience and licensure. [19 TAC §227.10(d)]
7. The EPP has maintained an overall GPA of 3.0 or higher for each incoming class since the last five-year review. [19 TAC §227.19(a)]

### CORRECTIVE ACTION REQUIRED

None

### FORMAL & CONTINGENCY ADMISSION

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal admission process as required in 19 TAC §227.17. The following are the findings:

### FINDINGS

1. There is sufficient evidence that the EPP consistently provides a written offer of admission reflecting a transparent admission date, and ensures the offer is signed by candidates. [19 TAC §227.17(b)-(d)]
2. The EPP consistently creates admission records for formally admitted candidates in the ECOS within seven calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e)]
3. Except as allowed for contingency admission, candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f)]

### CORRECTIVE ACTION REQUIRED

None

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### STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework. Evidence was reviewed for the Core Subjects with Science of Teaching Reading (STR) EC-6 certificate as a focus area representative of the overall quality of standards-based coursework offered by the EPP. The following are the findings:

#### FINDINGS

1. There is sufficient evidence that candidates are consistently required to complete at least the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b)] [Effective September 1, 2024: 19 TAC §228.37(a)]
2. The following required standards were identified in coursework:
  - The educator standards for the certificate(s) sought; and
  - The Texas Essential Knowledge and Skills (TEKS); and
  - English Language Proficiency Standards (Teacher programs); and
  - Pre-Kindergarten Guidelines; and
  - The skills and competencies captured in the Texas teacher standards.
3. There is sufficient evidence the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
4. There is sufficient evidence the coursework provided to candidates is performance-based providing opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. Coursework and training are offered partially or fully online for one or more programs. The online training meets the criteria set for accreditation, quality assurance, and compliance with at least one of the following:
  - Program Design and Teaching Support Certification by Quality Matters.

#### CORRECTIVE ACTION REQUIRED

None

### REQUIRED CURRICULUM TOPICS

Syllabi, certificates of completion in candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in the Texas Administrative Code and Texas Education Code. The following are the findings:

#### FINDINGS

1. There is sufficient evidence candidates receive the required training in the Educators' Code of Ethics and in appropriate relationships, boundaries, and communications between educators and students. [19 TAC §228.30(c)(1) & (7)] [Effective September 1, 2024: 19 TAC §228.57(c)(1) & (7)]

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2. There is sufficient evidence that training in educating students with Dyslexia is consistently provided to candidates and is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
3. There is sufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]
4. There is sufficient evidence that candidates receive Instruction in
  - the skills educators are required to possess; and
  - the responsibilities educators are required to accept; and
  - the high expectations for all students in Texas; and
  - the importance of building strong classroom management skills; and
  - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]
5. There is sufficient evidence that candidates receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
6. The Digital Literacy evaluation and the related prescribed curriculum have been provided to all candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
7. There is sufficient evidence the EPP provides all candidates, opportunities for candidates to demonstrate competency in instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3). [19 TAC §228.30(c)(9)] [Effective September 1, 2024: 19 TAC §228.57(c)(9)]
8. There is sufficient evidence the EPP integrates inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for all candidates as required under TEC §21.0443(b)(1)-(2). [19 TAC §228.11(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
9. There is sufficient evidence that Teacher candidates receive reading instruction, including instruction that improves students' content-area literacy. [19 TAC §228.30(d)(2)] [Effective September 1, 2024: 19 TAC §228.57(d)(2)]

### CORRECTIVE ACTION REQUIRED

None

### PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, benchmark documents, candidates' records, and published information were reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). The following are the findings:

### FINDINGS

1. There is sufficient evidence that candidates consistently complete pre-service coursework and training before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]

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2. There is sufficient evidence that the structure of pre-service coursework and training allows candidates to complete at least 150 hours of coursework and to demonstrate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]
3. There is sufficient evidence that candidates consistently complete the required number of hours of FBE during pre-service coursework and training. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(1) & §228.43(c)-(d)]
4. FBE assignments and activities do not meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]  
Evidence: Two out of five candidate records reviewed contained only evidence of observation FBE, and three out of five records contained evidence of 15-17 hours of observation FBE and 15 hours of video FBE. None of the records for the five candidates contained evidence of interactive FBE.

### CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.43 by 5 PM CST on February 24, 2025.

1. **19 TAC §228.43(c) & (d) Pre-Service Requirements: FBE**

Revise the FBE requirements and process to ensure candidates complete at least the required number of hours, including the required hours of active engagement, and that meet all other requirements for FBE. Retain the documents in the candidate's records per the records retention requirement.

### SUPERVISED CLINICAL EXPERIENCE

Syllabi and documentation in candidate records, including placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)-(g).

### FINDINGS

All five Teacher candidates completed an internship:

1. There is sufficient evidence that candidates consistently complete an internship assignment that is at least one full school year in duration with at least an average of four hours per day in the subject area of the certificate sought and is completed on an approved campus. [19 TAC §228.35(e)(2)(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.73(b) & (e)]
2. There is sufficient evidence the EPP ensures the Intern and Probationary certificate is valid during the internship. [19 TAC §228.35(e)(2)(B)(iv)] [Effective September 1, 2024: 19 TAC §228.73(a)]
3. There is insufficient evidence that the candidates completing an internship are provided support throughout the internship experience that includes:
  - A qualified and trained mentor teacher.
  - A qualified and trained field supervisor.
  - The required number and duration of formal and informal observations provided by the field supervisor.



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- Feedback and coaching from the field supervisor based on pre-and post-observation conferences and educational practices observed. [19 TAC §228.2(26), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.97, §228.101, §228.105, §228.109]

Evidence: In the five candidate records reviewed, all requirements were met, except there was no evidence of informal observations and coaching provided to any candidate.

4. There is sufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is consistently captured during the candidate’s internship. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]
5. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the internship experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
6. There is sufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the campus supervisor and the field supervisor. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]

### CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP by 5 PM CST on February 24, 2025.

1. **19 TAC §228.101, §228.105, §228.109 Clinical Experience: Teacher Internship (Candidate Support)**  
Update the internship structure and processes to include ensuring field supervisors conduct the required informal observations. Retain the documents in the candidate's records per the records retention requirement.

### CERTIFICATION REQUIREMENTS

Candidate records including transcripts, completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

### FINDINGS

1. There is sufficient evidence that candidates holding Intern and Probationary certificates consistently meet the requirements for the certificate recommended. [19 TAC §230, §230.36, & §230.37]
2. Candidates are consistently recommended for certificates in areas in which they are prepared by, and completed, the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]
3. There is sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230]
4. There is sufficient evidence that candidates consistently meet the English language proficiency requirement prior to being recommended for certification. [19 TAC §230.11(b)(5)]

### CORRECTIVE ACTION REQUIRED

None



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### INTEGRITY OF DATA SUBMISSION

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidates' records. The following are the findings:

#### FINDINGS

1. Admission data have been reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
2. Candidates are consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]
3. Clinical experience records reported in ECOS accurately represent the related data in candidates' records. [19 TAC §229.3]
4. Observation dates and durations have been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]

#### CORRECTIVE ACTION REQUIRED

None

### ADVISEMENT

- Update processes, field supervisor training material, the published Student Handbook, and the published Complaints TAC that is posted on the EPP website, and on file with TEA, to meet the revised requirements in 19 TAC Chapter 228, effective September 1, 2024.
- Update coursework to include that candidates admitted on or after September 1, 2024, receive instruction in the open education resources instruction materials a) included on the list of approved instructional materials maintained by the SBEC under TEC §31.022, in each subject area and grade level covered by the candidate's certification category as required under TEC, §21.044(a-1)(4). The EPP has until August 31, 2026, to finish out candidates with admission dates prior to September 1, 2024, in the legacy Chapter 228 curriculum. New curriculum requirements must be in place for candidates admitted on September 1, 2024, and after. [Effective September 1, 2024: 19 TAC §228.57(c)(10)]
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams are no longer available effective September 1, 2024. Candidates pursuing certification in these certificate areas must now be approved for the new exams 258, 257, and 331, respectively. To be certified using exams 158, 157, or 231, candidates must apply and be recommended for certification by September 1, 2025. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- The Special Education EC-12 and Special Education Supplemental certificates will expire and will be replaced by the Special Education Specialist EC-12 certificate. The certification exams, 161 and 163, respectively, will not be offered after August 31, 2025. Candidates will have until September 1, 2026, to be certified in the expiring certificate areas. The new Special Education Specialist EC-6 exam 186 will be available starting September 2, 2025. Be sure to attend one of the required webinars to qualify to add the new Special Education Specialist EC-12 certificate.

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### RECOMMENDATIONS

- To strengthen the Advisory Committee, consider adding more district members that represent the districts served by TeacherBuilder.com.
- Consider rotating Advisory Committee members out to add new perspectives and insight to the Advisory Committee.
- Move away from using Pinterest as a curricular resource. It is not standards or research-based and is not on the approved list of open-ended resource (OER) materials.
- Establish a process to add and update records in ECOS as they occur throughout the year. Set short-term goals for ensuring records are updated at least by semester and prior to recommending standard certificates.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, maintain a procedure manual or process documents detailing EPP processes and procedures.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue to participate in training and webinars provided by TEA to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code, including changes to EPP processes and updates to certificates and related certification exams.
- Continue to maintain communication with the TEA education specialist assigned to the program.

### CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action received at TEA on February 5, 2025, has been reviewed by TEA staff and meets requirements for compliance with Texas Education Code and Texas Administrative Code.