

# 2022–2023 Continuing Approval Review Report

## Region 13 Educator Preparation Program

### INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Keena Sandlin, conducted a five-year Continuing Approval Review of the Region 13 educator preparation program (EPP) on April 24, 2023. Per 19 Texas Administrative Code (TAC) §228.10(b), “...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...”. Dr. Rich Elsasser, Executive Director, was identified as the program Legal Authority and Keith Thompson, Associate Director and the Backup Legal Authority was identified as the primary EPP contact for the review process. The EPP at Region was approved as an EPP on July 1, 1989. At the time of the review, the EPP was rated Accredited-Warning. The risk level was Stage 3 (low). The EPP reported 169 finishers for the 2021-2022 reporting year and 189 finishers for 2022-2023.

At the time of the review, the Region 13 EPP was approved to certify candidates in the Teacher, Principal, Superintendent, and Reading Specialist classes in the alternative certification (ALT) route.

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

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in the certification route offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; 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. A Status Report and related program documents were submitted to TEA on March 22, 2023. Additional EPP documents, including records for seventeen candidates, were submitted on April 24, 2023. 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/or 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.**

“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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### GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within the EPP were reviewed. 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 each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has not amended its programs in the last 5 years. [19 TAC §228.20(e) & (f)]
6. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience for each program in the EPP. [19 TAC §228.20(g)]
7. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
8. The EPP has not added new locations in the last 5 years. [19 TAC §228.10(e)]
9. The EPP is approved to offer clinical teaching. [19 TAC §228.10(c)]
10. The EPP has not had a change of ownership in the last 5 years. [19 TAC §228.17(a)]
11. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]  
Evidence: There were one or more documents missing from the records for each of the 17 candidates whose records were reviewed.

#### CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **June 7, 2024**:

1. **[19 TAC §228.40(f)]** Retain all documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.

### REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Records for 17 candidates, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

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### FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information 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 published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has published Information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

### CORRECTIVE ACTION REQUIRED

None

## FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Records for 17 candidates and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and/or §227.15. Following are the findings:

### FINDINGS

1. Applicants who were admitted met all admission requirements. [19 TAC §227.17(a) or §227.15(a)(1)-(2)]
2. The formal written offer of admission was consistently found in candidates' records. [19 TAC §227.17(b) & (c) or §227.15(a)(3)-(4)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c) or §227.15(a)(4)]
4. The formal date of admission was consistently included in the written offer of admission. [19 TAC §227.17(d) or §227.15(b)]
5. The ECOS audit trail revealed candidate admission records were not consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e) or §227.15(c)]  
Evidence: None of the teacher or reading specialist candidate admission records were reported within 7 days in ECOS.
6. Candidates were not provided coursework, training, or test approval prior to formal admission. [19 TAC §227.17(f)]

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### CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by **June 7, 2024**:

1. **[19 TAC §227.17(e)]** Update the admission process so that candidate admission records are created in ECOS within 7 calendar days of the date of formal admission in the candidate's admission offer letter.

### ADMISSION REQUIREMENTS (COMPONENT 2)

Records for 17 candidates including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, 241, and/or 242. Following are the findings:

### FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to their Teacher program to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP does not consistently use one or more appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]  
Evidence: Candidate records from all programs did not include evidence of a completed screen with a rubric or scoring criteria. Principal and Superintendent candidate records were missing two screens.
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and/or §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
7. The EPP consistently notifies non-teacher candidates of deficiencies in certification requirements at time of admission. [19 TAC §227.10(a)(5)]

### CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227, 239, 241, and 242 by **June 7, 2024**:

1. **[19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]** Update admissions processes for all programs to require applicants to participate in one or more screening activities (Principal and Superintendent programs must have two or more screening activities) which could include an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. The screen must be scored using an aligned rubric based on a coherent set of criteria.

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### STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, 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 in each certificate class offered. Following are the findings:

#### FINDINGS

1. Candidates were consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of some performance assessments was missing, and assessments provided for review were not aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]  
Evidence: Some assessments and scoring instruments were missing for the Core Subjects EC-6 curriculum submitted. The assessments and scoring instruments provided did not show standards alignment.

#### CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by **June 7, 2024**:

1. **[19 TAC §228.40(a)]** Update assessments and scoring tools for EC-6 Core Subjects curriculum to show structure and alignment to standards.

### REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, published degree plans, 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 Texas Administrative Code and/or Texas Education Code. Following are the findings:

#### FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates and was provided by the approved provider. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates and was provided by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]

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6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]  
Evidence: Curriculum submitted for Teacher, Reading Specialist, and Principal candidates did not include information for the principal evaluation framework.
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was not consistently provided to candidates. [19 TAC §228.30(c)(8)]  
Evidence: Curriculum submitted for all programs does not show alignment to ISTE standards
9. The Digital Literacy evaluation and the related prescribed curriculum was not provided to candidates. [19 TAC §228.30(c)(8)]  
Evidence: Digital Literacy Assessment is not aligned to ISTE standards. Lack of evidence shows assessment results were used in instruction.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was not provided to candidates. [19 TAC §228.30(c)(9)]  
Evidence: The coursework that was reviewed did not show evidence of instruction in inclusive practices for all students.

### CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by **June 7, 2024**:

1. **[19 TAC §228.30(c)(6)]** Require all candidates to receive instruction in the framework for Teacher and Principal evaluation. Document the training within the syllabus for the course in which the training occurs.
2. **[19 TAC §228.30(c)(8)]** Update coursework to include instruction in digital literacy and virtual learning that is aligned to the latest version of ISTE standards. Implement a digital literacy evaluation followed by a prescribed digital learning curriculum that addresses resources to address any deficiencies identified by the digital literacy assessment.
3. **[19 TAC §228.30(c)(9)]** Revise, as needed, coursework to include inclusive practices for all students using evidence-based instruction, inclusive practices, and intervention strategies.

### PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was 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). Following are the findings:

### FINDINGS

1. There is insufficient evidence that Teacher candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1)]  
Evidence: Four out of five FBE logs reflected less than 30 hours, or the logs were missing from the candidate's record.

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2. FBE activities inconsistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]  
Evidence: Four out of five FBE logs did not distinguish between interactive and electronic hours, or the logs were missing from the candidate’s record.
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

### 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 §228.35(b) and §228.35(e)(1) by **June 7, 2024**:

1. **[19 TAC §228.35(b)(1)]** Revise as needed and implement the field-based experience requirements to ensure candidates complete at least 30 clock-hours of FBE prior to clinical teaching or internship and document the hours.
2. **[19 TAC §228.35(e)(1)]** Revise as needed and implement the field-based experience requirements to ensure candidates complete at least 15 of the required 30 hours interacting with students and document those hours and the interaction.

### SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in candidate records such as 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) - (h).

### FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(8)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]
3. There is sufficient evidence that candidates do not consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)]  
Evidence: Observation instruments in three out of five Teacher candidate records did not reflect that the field supervisor captured candidate proficiency in the educator standards.
4. Candidates were consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26), & (33)]



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Evidence: None of the records reviewed contained evidence of the qualifications of the cooperating teachers, mentors, or site supervisors, as applicable.

6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]

Evidence: Records for three of the five Superintendent candidates were missing evidence the site supervisors had been trained.

7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g) & (h)]

8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]

Evidence: Records for three out of five Teacher candidates contained evidence of the qualifications of the field supervisors.

9. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g) & (h)]

10. There was insufficient evidence that field supervisors conduct the first observation within the required time frame. [19 TAC §228.35(g) & (h)]

Evidence: Two out of five Teacher candidate records were missing observation documentation so dates of observations could not be determined and there were no additional documents such as field supervisor logs to provide evidence.

11. Candidates did not receive the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g) & (h)]

Evidence: Two out of five Teacher candidate records were missing observation documentation so required number and duration of observations could not be determined and there were no additional documents such as field supervisor logs to provide evidence.

12. There was insufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)]

Evidence: None of the Teacher candidates' and Reading Specialist candidates' observation documents and field supervisor conference documents contained evidence of pre- and post-observation conferences.

13. Field supervisors did not consistently capture educational practices observed nor evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)(E)]

Evidence: None of the Teacher candidates' and Reading Specialist candidates' observation documents captured educational practices and proficiency.

14. There is insufficient evidence the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g) & (h)]

Evidence: Candidate records for Principal, Reading Specialist, and Superintendent provided no evidence of ongoing support from field supervisor.

15. The field supervisor did not consistently provide a recommendation for standard certification to candidates after they have completed the supervised clinical experience. [19 TAC §228.35(e)(2)(B)(ix)]

Evidence: None of the Teacher candidate records contained evidence of field supervisor recommendation.



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### 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 as required in 19 TAC §228.35(e) by **June 7, 2024**:

1. **[19 TAC §228.35(e)(2)(B)(ix)]** Update the field supervision process and the observation instrument used by field supervisors to capture information during the formal observations so that candidate proficiency in the standards can be captured during internship. Require the field supervisor to document educational practices observed for each formal observation to support the level of proficiency identified.
2. **[19 TAC §228.2(14), (26), & (33)]** Develop and implement the required training for cooperating teachers, mentors, and site supervisors. Establish a process to have these campus personnel trained within 3 weeks of assignment to the candidates they are supporting in clinical teaching, internship, or practicum, as applicable. Retain evidence of attendance at training, such as a sign in sheet or certificate of completion for each cooperating teacher, mentor, or site supervisor in the applicable candidate's records per the records retention requirement in 19 TAC §228.40.
3. **[19 TAC §228.2(18)]** Require each field supervisor assigned to a candidate completing a clinical experience to meet the requirements: have at least three years of experience, current certification in the class in which supervision is provided and shall be an accomplished educator as shown by student learning.
4. **[19 TAC §228.35(g)]** Revise the field supervision process and training provided to field supervisors to ensure they are completing observations as required in 19 TAC §228.35(h). Retain completed observation documents in candidates' records per the records retention requirements in 19 TAC §228.40.
5. **[19 TAC §228.35(g)]** Revise the field supervision process and training provided to field supervisors to ensure they are completing observations as required in 19 TAC §228.35(h). Retain completed observation documents in candidates' records per the records retention requirements in 19 TAC §228.40.
6. **[19 TAC §228.35(g), §228.35(h)]** Update field supervision processes for all programs to ensure field supervisors are holding pre- and post-conferences with candidates for each formal observation and that they are capturing evidence of having done so.
7. **[19 TAC §228.35(g) & (h)]** For all programs, update the field supervision process for candidates in clinical experiences to ensure ongoing support is provided to the candidate by the field supervisor.
8. **[19 TAC §228.35(e)(2)(B)(ix)]** Update the field supervision process to obtain written documentation from the field supervisor that the teacher candidates are successful in the clinical experience.

### EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). Following are the findings:

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### FINDINGS

1. There is insufficient evidence the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]  
Evidence: Candidate records for Principal, Reading Specialist, and Superintendent provided no evidence of collaboration between the campus personnel and the field supervisors.
2. There is insufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]  
Evidence: Documentation of initial contact between field supervisors and assigned candidates was not found in any of the candidate records reviewed.
3. There is insufficient evidence the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g) & (h)]  
Evidence: None of the records for Teacher candidates or Reading Specialist candidates contained evidence that written feedback from each formal observations was provided to campus personnel assigned to support the candidate during the clinical experience.

### CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences to ensure the EPP staff collaborate with the campus personnel and candidate as needed to support candidate success in the supervised clinical experience as required in 19 TAC §228.35(g) & (h) by **June 7, 2024**:

1. **[19 TAC §228.35(g) & (h)]** For all programs, update the field supervision process for candidates in clinical experiences to ensure the field supervisor is collaborating throughout the experience with the candidate's cooperating teacher, mentor and campus supervisor, or site supervisor, as applicable.
2. **[19 TAC §228.35(g) & (h)]** Update field supervision requirements to ensure field supervisors make first contact with candidate in clinical experience within the timeframe per TAC.
3. **[19 TAC §228.35(g) & (h)]** Update the field supervision process to ensure the field supervisor provides the feedback resulting from each formal observation to the candidate's cooperating teacher, mentor, or site supervisor, as applicable.

### CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, and 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. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]

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2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

### CORRECTIVE ACTION REQUIRED

The EPP must implement processes to verify candidates qualify for certification prior to recommending certificates as required in [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13] by **June 7, 2024**:

None

### INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP was compared with the data retained in candidate's records. Following are the findings:

### FINDINGS

1. Candidates were consistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data were reported accurately according to information in candidate transcripts. [19 TAC §229.3]
3. Observation dates and durations were not reported as detailed on observation documents. [19 TAC §229.3 & §229.4]

Evidence: Two out of five Teacher candidate records were missing observation documentation so dates of observations could not be determined and there were no additional documents such as field supervisor logs to provide evidence.

### CORRECTIVE ACTION REQUIRED

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by **June 7, 2024**:

1. **[19 TAC §229.3(a)]** Ensure that all observation data for Teacher candidates is entered into ECOS in the year in which the observation occurs and must correspond exactly to observation data in candidates' records.

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### PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

#### FINDINGS

1. The EPP has not incorporated proactive instructional planning techniques throughout coursework and across content areas using a framework that:
  - o provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
  - o reduces barriers in instruction;
  - o provides appropriate accommodations, supports, and challenges; and
  - o maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]

Evidence: Curriculum reviewed did not show evidence of intervention strategies and instruction that included students with disabilities and English Language Learners.
2. The EPP has not integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]  
Evidence: Curriculum reviewed did not show evidence of evidence-based instruction for students with disabilities.
3. The EPP has not integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]  
Evidence: Curriculum reviewed did not show evidence of inclusive practices that included students with disabilities.
4. As required under TEC 21.044 (a-1), there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
  - o provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
  - o reduce barriers in instruction;
  - o provide appropriate accommodations, supports, and challenges; and
  - o maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: None of the Teacher candidate observation documents reflected a demonstration of competencies and proactive planning.

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5. In the supervised clinical experience, there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]  
Evidence: None of the Teacher candidate observation documents captured evidence-based inclusion practices.

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### CORRECTIVE ACTION REQUIRED

The EPP must update coursework and requirements for the supervised clinical experience to meet the requirements in 19 TAC §228.30(c)(9) and TEC 21.044 (a-1) by **June 7, 2024**:

1. **[19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]** Revise as needed coursework to include inclusive practices for all students using evidence-based instruction, inclusive practices, and intervention strategies.
2. **[19 TAC §228.30(c)(9)]** Require all Teacher candidates to be observed by the field supervisor on an observation instrument that includes integrating inclusive practices for all students, including students with disabilities in the clinical experience.

# 2022–2023 Continuing Approval Review Report

## Region 13 Educator Preparation Program

### RECOMMENDATIONS

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- 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, Primary Point of Contact, 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, 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, clinical teaching, internship, practicum, 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 and Certification to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code.
- Continue to maintain communication with the education specialist assigned to the program.

### SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 pm on **June 7, 2024**.

**I, the legal authority for the Region 13 Educator Preparation Program have reviewed the contents of the Report and agree that all required corrections will be complete by June 7, 2024.**

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Signature of Legal Authority

Date

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Printed Name of Legal Authority

Date