

# 2024–2025 Continuing Approval Review Compliance Report

## Region 5 Education Service Center

### INTRODUCTION

Texas Education Agency (TEA) Director, Lorrie Ayers, conducted a five-year Continuing Approval Review (CAR) of the Region 5 Education Service Center (Reg 5 ESC) educator preparation program (EPP) on March 24-28, 2025. The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) Per 19 Texas Administrative Code (TAC) §228.13(a), "an educator preparation program (EPP) ...shall be reviewed at least once every five years..."

The CAR was completed as part of the CAR Pilot facilitated by Teacher Preparation Inspection-US (TPI-US) as allowed in 19 TAC §228.13(g). The review was conducted in an "Onsite Review" format where TEA, TPI-US, and EPP staff worked collaboratively on-site at the EPP. For the purpose of the pilot, the findings and recommendations from the TPI-US review were issued in a separate report.

Dr. Byron Terrier, Executive Director, was the Official Legal Authority and Ms. Cindy Moss, Director, was the Primary Point of Contact for the EPP and for the review. The Reg 5 ESC EPP was initially approved by the State Board for Educator Certification (SBEC) on July 14, 2000. 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 1 (high). At the time of the review, the EPP was rated Accredited. The EPP reported 32 finishers for the 2022-2023 reporting year and 31 finishers for 2023-2024. At the time of the review, the Reg 5 ESC EPP was approved to prepare and recommend candidates for certification in the Teacher and Principal classes in the alternative certification route.

The scope of the compliance portion of the review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification classes and 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 based on review data, performance indicators identified in 19 TAC §229.4, and data collected by the TPI-US review team.

Information concerning compliance with TAC governing EPPs was collected from a variety of sources:

- EPP documents, including records for five candidates from the active certificate class and route.
- Interviews with EPP staff members.
- Data collected by the TPI-US review team.

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.**

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

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

The following are the findings of the review.

### GOVERNANCE

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within 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 each program within the EPP; and
  - is composed of a variety of collaborators, including representation from at least 3 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
  - meets at least once per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
2. The EPP has not 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)]  
Evidence: Based on the five records reviewed, the Principal program does not have a clear exit policy that is signed by candidates upon admission.
3. The EPP has consistently maintained 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

The EPP must correct the deficiencies identified by **July 28, 2025**:

1. **19 TAC §228.31(b) Exit Policy** The Principal program must develop and implement an exit policy either on application materials, program orientation materials, or in a candidate handbook that is reviewed and signed by candidates at admission. Retain the signed acknowledgement in candidates’ records per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).

### REQUIRED NOTIFICATIONS

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

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### FINDINGS

1. The EPP has informed applicants to all programs 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 notified applicants and candidates in all programs 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 each program in the EPP. [19 TAC §227.1(c)(1) & (2)]
4. The EPP has not 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)]

Evidence: For applicants to the Principal program the required information was not clearly published on the EPP website, or on any admission documents.

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

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable to the requirement in the rule) for all programs within the EPP by **July 28, 2025**.

1. **19 TAC §227.1(c)(3)(A) & (B) w/ TEC §21.044(g) Notifications: EPP and Program Information**  
Publish in a place that is transparent to applicants to the Principal program, information about the performance of the EPP over the past 5 years. Keep this information current each year. Additionally, publish in a place that is transparent to applicants, information about the supply and demand forces on the educator workforce in Texas. Consider using the information provided to Teacher applicants as a model.

### ADMISSION REQUIREMENTS

Candidate records including applications, transcripts, screening rubrics, and information collected from staff interviews were reviewed to verify the EPP qualifies applicants for admission as required in 19 TAC Chapter 227. The following are the findings:

### FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(2)]
2. There is sufficient evidence that the EPP requires applicants 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)]

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3. There is sufficient evidence that 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 screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8)]
6. 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)]

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### 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 and §227.15, respectively. The following are the findings:

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### 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. None of the candidates reviewed were contingently admitted. [19 TAC §227.15(a) & (b)]
3. The EPP consistently creates admission records for formally admitted candidates in the ECOS within 7 calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e)]
4. Candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f) & §227.15(e)]

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### CORRECTIVE ACTION REQUIRED

None

### STANDARDS-BASED COURSEWORK

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

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### 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) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. The following required standards were identified in coursework:
  - Texas Essential Knowledge and Skills (TEKS); and
  - English Language Proficiency Standards (Teacher programs); and
  - The skills and competencies captured in the Texas teacher standards; and
  - For the Principal program, the skills and competencies captured in the Texas administrator standards. [19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57]
3. The following required standards were not identified in coursework:
  - The educator standards for the certificate(s) sought.

Evidence: Content pedagogy instruction in the focus certificate area was insufficient. Content training was provided but all candidates were trained together with an instructor that “differentiated” instruction for the different subject areas. The EPP confirmed that elementary and secondary candidates receive the same training.
4. There is sufficient evidence that the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. There is insufficient evidence the coursework provided to candidates includes performance tasks that provide opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]

Evidence: A course checklist in each Principal candidate’s record reflected numerous performance tasks in each course; however, evidence of performance tasks that allowed candidates to practice skills was lacking in the Teacher program. There was evidence of some formative assessments such as exit tickets. Additionally, EPP staff stated a behavior plan is prepared in a course that provides instruction in classroom management, but that requirement could not be confirmed in course materials.
6. Coursework and training are offered face-to-face onsite at the EPP or via synchronous distance learning using platforms such as ZOOM.

### 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 Chapter 228 by **July 28, 2025**.

1. **19 TAC §228.57 Standards-based Curriculum** Update coursework provided to all Teacher candidates to include instruction in content-specific and grade-level specific pedagogy.
2. **19 TAC §228.57(b) Performance-based** Update coursework and training, particularly in preservice courses, to include more opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice. The performance-based tasks and assessments are driven by the language in the standards being taught to the candidate. For tasks that assess competency, use a rubric aligned to the standards evaluated.

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### REQUIRED CURRICULUM TOPICS

Syllabi, candidate transcripts, certificates of completion in candidate records, and information collected through interviews with EPP staff were reviewed to verify the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and/or 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)]
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. [19 TAC §228.30(c)(4)-(5)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(5)]
5. There is insufficient evidence that candidates receive instruction in
  - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)(6)]

Evidence: There was no evidence in the documents and information provided by the EPP that candidates receive instruction in the framework in Texas for teacher and principal evaluation.
6. There is insufficient 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)]  

Evidence: While Teacher candidates received the required instruction in a course called Technology in the Classroom, there was no similar course for Principal candidates. The required instruction was not evident in the other courses required for Principal candidates. EPP staff verified the required instruction was lacking for Principal candidates.
7. The Digital Literacy evaluation, and the related prescribed curriculum, have not been provided to candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]  

Evidence: Teacher candidates completed a Digital Literacy evaluation in Technology in the Classroom; however, there was no similar course identified for Principals and there was no evidence of the Digital Literacy evaluation provided to Principal candidates in other courses.
8. There is insufficient evidence the EPP provides to candidates in all programs, 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)]

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Evidence: Evidence of opportunities to demonstrate competency in the skills was found for Teacher candidates; however, there was no evidence of the instruction provided to Principal candidates.

9. There is insufficient evidence that the EPP integrates instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for candidates in all programs 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)]

Evidence: Evidence of this instruction was found for Teacher candidates; however, there was no evidence of the instruction provided to Principal candidates.

10. 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

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by **July 28, 2025**.

1. **19 TAC §228.57(c)(4)-(6) Required Instruction**  
Revise coursework for all candidates to include the required instruction in the framework in Texas for teacher and principal evaluation.
2. **19 TAC §228.57(c)(8) / TEC 21.001 Required Instruction**  
Update coursework provided to Principal candidates to ensure they receive instruction in digital learning, virtual instruction, and virtual learning. Implement a Digital Literacy evaluation and a prescribed learning curriculum to address deficiencies uncovered by the evaluation.
3. **19 TAC §228.57(c)(9) / TEC §21.044(a-1)(1)-(3) Required Instruction** Integrate the required instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices into coursework for Principal candidates.
4. **19 TAC §228.11(a)(1)(J) / TEC §21.0443(b)(1) & (2)** Revise the coursework provided to Principal candidates to include instruction in the required topics. Note this item is related to the item #3 above.

### PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, benchmark documents, information collected in interviews with staff, 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) [Effective September 1, 2024: 19 TAC §228.41 and §228.43]. 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)]
2. There is insufficient 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)]



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Evidence: Proficiency is determined by quizzes at the end of each training module. There were no performance assessments for candidates to demonstrate proficiency in the skills identified in the required pedagogical areas.

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 meet requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
5. None of the candidates reviewed met requirements to be Late Hires. [19 TAC §228.35(d)] [Effective September 1, 2024: 19 TAC §228.55(a)]

### 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 §228.41, §228.43, and §228.55(a) & (c) by **July 28, 2025**.

1. **19 TAC §228.41(1) & (2)(A)-(L) Pre-Service Requirements: Coursework**

Revise pre-service coursework to include performance assessments that measure competency in the pre-service topics.

### SUPERVISED CLINICAL EXPERIENCE

Syllabi/course outlines, information gathered through staff interviews, and documentation in candidate records including placement documents, Statements of Eligibility (SOE), and observation records were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)-(h) [Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F].

### FINDINGS

The EPP does not offer clinical teaching.

Each of the 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 that the EPP ensures the Intern or 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.



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- The required number and duration of formal and informal observations provided by the field supervisor.
- 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: While the qualifications of mentors and field supervisors were verified by the EPP, training provided for these support personnel was insufficient. Field supervisors completed TEA-approved training, but the EPP did not provide EPP-specific training or norming to field supervisors. Training was provided to mentors; however, it lacked training in coaching and mentoring and there was no evidence of a research base for the training. While interns received the required number of formal observations, for all five candidates field supervisors minimally documented educational practices observed during the formal observations, and for three of the five candidates, there was minimal or no written feedback provided to candidates on observation documents. Field supervisor logs reflected first contact and pre- and post- observation conferences for each formal observation; however, there was no evidence on those logs or in other documents that reflected informal observations or ongoing support provided by field supervisors.

4. There is sufficient evidence that candidate proficiency in 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)]

Each of the five Principal candidates completed a practicum.

7. There is sufficient evidence that candidates consistently complete a practicum that is at least 160 hours in duration and is completed on an approved campus. [19 TAC §228.35(e)(8)(A)-(C) & §228.35(e)(9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.81]
8. There is insufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:
  - A qualified and trained site supervisor.
  - A qualified and trained field supervisor.
  - The required number and duration of formal and informal observations provided by the field supervisor.
  - Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117]

Evidence: While there was evidence that the EPP verified qualifications of field supervisors and site supervisors, site supervisor documentation was incomplete for three of the five candidates and evidence of site supervisor training that meets requirements was insufficient. Training provided to site supervisors did not contain training in coaching and mentoring and there was no evidence of a

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research base for the training. Additionally, while field supervisors completed TEA-approved training, there was no evidence of EPP-specific training or norming. Field supervisors conducted the required number of formal observations and conducted a pre- and post-observation conference for each observation; however, for all five candidates field supervisors documented minimal or no educational practices observed to support the level of proficiency scored during the observations.

9. There is sufficient evidence that candidate proficiency in implementation of the standards for the certificate sought is consistently captured during the practicum. [19 TAC §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.81(a)]
10. The EPP has not integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the practicum experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]  
Evidence: There was no evidence that this requirement was met for Principal candidates such as skills scored on the observation rubric or through practicum projects that were scored for proficiency.
11. There is sufficient evidence that candidates are consistently provided recommendations of a successful practicum experience by the site supervisor and the field supervisor. [19 TAC §228.35(e)(8)(E)] [Effective September 1, 2024: 19 TAC §228.81(e)]

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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 by **July 28, 2025**.

1. **19 TAC §228.97, §228.101, §228.105, §228.109 Clinical Experience: Teacher Internship (Candidate Support)**  
Revise the training provided to mentors to ensure the training:
  - Is research-based
  - Contains training in coaching and mentoring
  - Is completed by required individuals according to required timelines.Revise field supervisor training provided by the EPP to include norming between field supervisors on scoring candidate proficiency and on capturing and documenting evidence to support the level of proficiency demonstrated by the candidate. Remember to train field supervisors on the new informal observation requirement. Retain records around candidate support in EPP files or candidate files as applicable to the record type per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).
2. **19 TAC §228.99, §228.101, §228.117 Clinical Experience: Non-Teacher Practicum (Candidate Support)**  
Revise the training provided to site supervisors to ensure the training:
  - Is research-based.
  - Contains training in coaching and mentoring.
  - Is completed by required individuals according to required timelines.Revise field supervisor training provided by the EPP to include norming between field supervisors on scoring candidate proficiency and on capturing and documenting evidence to support the level of proficiency demonstrated by the candidate. Remember to train field supervisors on the new informal observation requirement. Retain records around candidate support in EPP files or candidate files as

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applicable to the record type per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).

3. **19 TAC §228.11(a)(1)(J) / TEC §21.0443(b)(1) & (2)**

Revise the observation rubric for the Principal program so that field supervisors capture competency in the required topic areas during the practicum. Revise the observation rubric for the Principal program so that field supervisors capture competency in implementation of proactive instructional planning techniques and inclusive practices for all students, including students with disabilities, during the practicum.

### CERTIFICATION REQUIREMENTS

Candidate records including transcripts, completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC Chapter 230] The following are the findings:

#### FINDINGS

1. There is sufficient evidence that candidates holding Intern or Probationary certificates consistently meet the requirements for the certificate recommended. [19 TAC §230.36 & §230.37]
2. Candidates are consistently recommended for certificates in areas in which they are prepared by, and complete, the EPP. [19 TAC §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 Chapter 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

### 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]

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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]

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### CORRECTIVE ACTION REQUIRED

None

### ADVISEMENT

- Update processes, where needed, to meet the revised requirements in 19 TAC Chapter 228 effective as of September 1, 2024.
- Effective September 1, 2024, include instruction on using Open Education Resources (OER) materials in coursework. Follow TEA's weekly EPP newsletter for professional development opportunities and note that candidates admitted before September 1, 2024, may complete the Legacy 228 curriculum by August 31, 2026.
- Evaluate and update as needed the current informal observation process to ensure alignment with new requirements for informal observations in 19 TAC §228.101(b)(5)-(6).
- 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](http://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.

### RECOMMENDATIONS

- Update the EPP handbook to reflect new requirements such as the updated exit policy, including information about certificate deactivation requirements for interns that transfer mid-school year, information about pre-service requirements for Late Hire interns, and requirements for Probationary certificates. Also update information about FBE to reflect new requirements.
- Verify all links on EPP webpages are operational.
- While evidence of instruction in English Language Proficiency Standards (ELPS) was found in coursework it is recommended that Teacher candidates practice embedding ELPS in their lesson plans.

# 2024–2025 Continuing Approval Review Compliance Report

## Region 5 Education Service Center

- Update the observation instrument used to formally observe Principal candidates to be more specific to indicators or clusters of indicators within the standards. There are 66 indicators within the six Principal as Instructional Leaders EC-12 standards.
- Establish a process to add and/or 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, 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, 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, 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 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 August 4, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and the Texas Administrative Code.