

2022–2023 Continuing Approval Review Report

Lone Star Colleges

INTRODUCTION

Texas Education Agency (TEA) Director Lorrie Ayers conducted a five-year Continuing Approval Review of the Lone Star Colleges educator preparation program (EPP) on May 9-11, 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...". The Lone Star Colleges educator preparation program (LSC) was approved as an EPP by the State Board for Educator Certification (SBEC) on October 5, 2001. Ms. Alejandra Solis, Director, Continuing Education and Alternative Teacher Certificate Program, was the program Legal Authority and the primary EPP contact for the review process. At the time of the review, the EPP had an SBEC-approved accreditation status of Accredited-Probation (Year 1). The risk level was Stage 1 (high). The EPP reported 54 finishers for the 2020-2021 reporting year and 41 finishers for 2021-2022.

At the time of the review, LSC was approved by the SBEC to prepare and recommend candidates for Teacher certification in the alternative certification (ALT) route. The EPP did not offer non-Teacher certification or any other certification routes.

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.) TEA conducted the five-year Continuing Approval Review in an "On-site Review" format where TEA and LSC staff worked collaboratively on-site at the EPP at 30555 Tomball Parkway, Tomball, Texas, 77375.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification class 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 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. LSC submitted a Status Report and related program documents to TEA on November 21, 2022. Additional EPP documents, including records for 10 Teacher candidates, were reviewed by TEA at the EPP site. 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 with TEA is required.

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Following are the areas where LSC exceeded requirements in TAC:

STRUCTURED MENTORING OF CANDIDATES IN CLINICAL EXPERIENCES

LSC exceeded requirements for clinical experiences by maintaining structured mentoring requirements where cooperating teachers and mentors conducted formal observations of candidates, including pre- and post-conferences, held structured meetings over specific topics, and provided input on midpoint and final evaluations of candidates in clinical experiences. Additionally, clinical teaching was structured in such a way that candidates were provided a weekly checklist of activities in which to engage during the clinical experience. [19 TAC §228.35(e)(2)(A), §228.2(14) & §228.2(26)]

EVIDENCE

1. Completed meeting logs, observation documents, and mid-point and final evaluation documentation in candidates' records reflected the practices.
2. The checklists identified in EPP and/or candidate records.

Following are additional results of the review:

GOVERNANCE (COMPONENTS 1, 5, & 6)

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. LSC has established an advisory committee that provides guidance and input on matters of design, delivery, evaluation, and major policy decisions of the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been trained in their roles and responsibilities. [19 TAC §228.20(b)]
3. LSC has established evaluative tools and processes for continuous improvement of 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 LSC has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. LSC has notified TEA of program amendments. [19 TAC §228.20(e) & (f)]
6. LSC 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. [19 TAC §228.20(g)]
7. LSC published an exit policy that was reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
8. The EPP has not added new program locations. There are multiple campuses within the Lone Star Colleges system. The headquarters moved to the Tomball campus following Hurricane Harvey devastation to the Kingwood campus. [19 TAC §228.10(e)]

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9. LSC has been approved by TEA to offer clinical teaching. Documents are on file at TEA. [19 TAC §228.10(c)]
10. The EPP advised they have qualified instructors for the certificate categories offered. [19 TAC §228.10(d)(1)]
11. LSC has not had a change in ownership. [19 TAC §228.17(a)]
12. LSC has consistently retained candidate and EPP records per the records retention requirements in 19 TAC §228.40(f) and §228.10(b)(2).
13. During the period of preparation, the EPP shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to the Texas Educators' Code of Ethics in 19 TAC Chapter 247. There was insufficient evidence the EPP has structures in place to ensure that staff meet this requirement. [19 TAC §228.50]
Evidence: While candidates signed a written agreement of understanding and adherence to the Code of Ethics, there was no similar acknowledgement from staff.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must correct the required deficiency by September 12, 2023:

1. **19 TAC §228.50:** Demonstrate the commitment of the EPP to ensure that faculty, staff, and field supervisors who work with teacher candidates understand and adhere to the Educators' Code of Ethics by securing a signature from each that attests to understanding and adherence.

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

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

FINDINGS

1. LSC has not published clear information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
Evidence: Related information published on the application for admission, on the website, and in a candidate handbook was either incomplete or not transparently available to applicants.
2. LSC has not published clear information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation (PCHE) from TEA. [19 TAC §227.1(d)]
Evidence: Related information published on the application for admission, on the website, and in a candidate handbook was either incomplete or not transparently available to applicants. Notification of the right to request a PCHE was published; however, there was no additional information about how to request a PCHE.
3. The program admission requirements were published on the EPP website. [19 TAC §227.1(c)(1)]
4. The program completion requirements were published on the EPP website. [19 TAC §227.1(c)(2)]
5. LSC has not published Information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]

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Evidence: Information about EPP performance over time was not located on the EPP website or on any application or orientation materials that were transparently available to applicants.

6. LSC 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. LSC has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) by September 12, 2023:

1. **19 TAC §227.1(b) Notifications: Required Background Check:** Update language on the website or other place such as the admission application that is transparently available to applicants so they know they must pass a background check prior to employment as an educator and prior to clinical teaching, if that is applicable.
2. **19 TAC §227.1(c) Notifications: EPP and Program Information:** Update language on the website or other place such as the admission application that is transparently available to applicants about the performance over time of the Lone Star College EPP for the past five years.
3. **19 TAC §227.1(d) Notifications: Preliminary Criminal History Evaluation:** Update language on website or other place such as the admission application that is transparently available to applicants and candidates so they know that a criminal history may make them ineligible for certification and that they have a right to request, at any time, a Preliminary Criminal History evaluation from TEA. Note: It is strongly recommended to provide a link to the PCHE information on the TEA website.

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Records for ten candidates and related 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 into the EPP had 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 LSC has not consistently created candidate admission records in the ECOS within the seven calendar days required. [19 TAC §227.17(e) or §227.15(c)]
Evidence: Records for four of the ten candidates were not created within the 7-day window.
6. LSC has not provided coursework, training, and/or test approval to candidates prior to formal or contingency admission as required. [19 TAC §227.17(f) or §228.40(d)]

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement the formal and/or contingency admission process(es) as required by September 12, 2023:

1. **19 TAC §227.17(e) Formal Admission: 7-Day Notice of Admission:** Implement a process to create admission records in ECOS for each admitted candidate that is within seven calendar days of the formal date of admission that is identified in the candidate’s formal written offer of admission.

ADMISSION REQUIREMENTS (COMPONENT 2)

Records for ten candidates including applications, transcripts, screening rubrics, and other admission documents were reviewed to verify the EPP qualifies applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

FINDINGS

1. Candidates held a conferred bachelor’s degree or higher from an accredited institution of higher education (IHE) at admission. [19 TAC §227.10(a)(2)]
2. LSC requires a grade point average (GPA) of 2.5 or higher at admission; however, more than 10% of the candidates were admitted into the EPP with a GPA below the 2.5 GPA minimum. Additionally, for the candidates admitted with a low GPA, the EPP had not consistently verified the candidates met the requirements to be admitted with a GPA below the minimum. [19 TAC §227.10(a)(3)]
Evidence: Four of the ten candidates were admitted into LSC with a GPA below 2.5 but only three of the four had passing scores on a Pre-Admission Content Test (TXPACT). There was no additional documentation supporting the decision to admit the candidates who did not meet the minimum GPA requirement. Additionally, in four of the last five years, more than 10% of candidates were admitted into LSC with a GPA lower than 2.5.
3. LSC has consistently verified that applicants have met requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
4. LSC has consistently required applicants to complete an application for admission and has used a screening device to evaluate the applicant’s appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
5. LSC has consistently verified candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and/or §227.10(b)]
6. LSC has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement processes to appropriately qualify applicants for admission as required in 19 TAC Chapter 227 by September 12, 2023:

1. **19 TAC §227.10(a)(3)(B) Admission Requirements: Exception to Minimum GPA (10% Exception):** Implement a process to track the admission GPA of candidates admitted into the EPP during a reporting year to ensure no more than 10% are admitted with a GPA below 2.5. For candidates admitted with a GPA below 2.5, ensure the appropriate documentation is collected regarding the extraordinary circumstance and the work experience equivalent of a GPA of 2.5 that was used to consider whether to accept the candidate or not.

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STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by LSC in the Status Report and through conversations with staff during the review, were considered as evidence the EPP provides the required standards-based coursework. Following are the findings:

FINDINGS

1. There was insufficient evidence that the LSC program structure provides candidates at least 300 clock hours of coursework and training. [19 TAC §228.35(b)]
Evidence: The completion requirements identified on published fliers did not reflect 300 or more hours of coursework required.
2. There was insufficient evidence that curriculum address all required educator standards. [19 TAC §228.30]
Evidence: Instruction based on content pedagogy standards and instruction in data driven practice was limited in the curriculum. Additionally, published completion requirements identified a pedagogy training course (PPR) for all candidates, and content pedagogy instruction in the Generalist course consisted of test preparation using a test preparation manual as the instructional material for the course.
3. There were a limited number of performance assessments in coursework, and related rubrics were not consistently aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]
Evidence: Candidates primarily created lesson plans. The remaining activities were presentations of the contents of book chapters, interactive notebook entries, and personal reflections. Some rubrics measured the quality of a presentation or the completeness of a project rather than mastery of one or more standards.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

LSC 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 September 12, 2023:

1. **19 TAC §228.35(b) Coursework Hours: Required Hours-Teacher Certification** Add coursework to ensure each candidate receives at least 300 clock hours (18 semester credit hours) of coursework while enrolled in the EPP, exclusive of hours awarded for clinical teaching or internship.
2. **19 TAC §228.30(a) Standards-based Curriculum:** Revise curriculum to provide instruction in the content pedagogy standards in each certificate area offered by the EPP; and revise content pedagogy for Generalist so that it is composed of instruction and practice and is not test reliant upon test preparation.
3. **19 TAC §228.30(d) Teacher Standards:** Revise coursework for all candidates to include the required instruction in data driven practice per 19 TAC §149(b)(5).
4. **19 TAC §228.35(a)(2) Coursework & Training: Quality of Coursework:** Update coursework to include more performance-based activities that provide candidates opportunities to practice skills identified in the educator standards for the certificate sought.
5. **19 TAC §228.40(a) Candidate Assessment:** Update coursework and training to include more performance-based assessments with rubrics that are aligned to standards for the certificate sought.

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REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, published degree plans, records for ten candidates, and information provided by LSC in the Status Report and through conversations with staff 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. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework but was not provided by the approved provider. [19 TAC §228.30(c)(2)]
Evidence: Instruction on teaching students with dyslexia was identified in the course where instruction in special education topics was provided; however, the approved provider was not used to deliver the instruction.
3. Training in Mental Health, Substance Abuse, & Youth Suicide was provided to all candidates but was not provided by an approved provider. [19 TAC §228.30(c)(3)]
Evidence: Instruction in mental health, youth suicide, and substance abuse was identified in the course where instruction in special education topics was provided; however, an approved provider used to deliver the instruction could not be identified.
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. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was apparent in coursework. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)]
7. Training in appropriate relationships, boundaries, and communications with students was provided to candidates. [19 TAC §228.30(c)(7)]
8. There was no evidence that instruction in digital learning, virtual instruction, and virtual learning was provided to all candidates. The Digital Literacy evaluation and the related prescribed curriculum was not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: A technology course that provided some of the required training was listed on some certification plans but not on others. Some of the required instruction was not evident on the syllabus for the technology course or on any other course syllabi. The Digital Literacy evaluation was not referenced in any course materials and was not found in candidates' records.
9. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]
10. There was insufficient evidence that reading instruction, including instruction that improves students' content-area literacy, was provided to candidates in all certificate areas. [19 TAC §228.30(d)(2)]
Evidence: There was evidence of this instruction provided to Generalist EC-6 and 4-8 candidates but no evidence for candidates in other certificate areas.

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by September 12, 2023:

1. **19 TAC §228.30(c) Dyslexia Instruction:** Update coursework for all candidates to include Dyslexia instruction provided by the approved provider which is currently TEA Learn; and collect certificates of completion from candidates as evidence of training and retain in candidates' records per the records retention requirement in 19 TAC §228.40.
2. **19 TAC §228.30(c) Mental Health Instruction:** Update coursework for all candidates to include the required instruction in Mental Health, substance abuse, and youth suicide that is provided by an approved provider which is currently either a provider listed in the SAMHSA data base or is taught in a course as part of a degree at Lone Star College. Retain certificates of completion or training sign in sheets as evidence of attendance at the training per the records retention requirement in 19 TAC §228.40.
3. **19 TAC §228.30(c) Digital Literacy:** Update coursework for all candidates to include the required instruction in digital learning, virtual instruction, and virtual learning; and develop and implement the Digital Literacy assessment with the prescribed curriculum to address deficiencies uncovered by the assessment. Retain the evidence of candidate completion of the assessment in candidates' records per the records retention requirement in 19 TAC §228.40.
4. **19 TAC §228.30(d) Reading Instruction:** Revise coursework for all candidates, as applicable to those who do not receive it currently, to include the required reading instruction. At minimum, the instruction should address the five areas of reading instruction including Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension and how that applies to a specific subject area.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, records for ten candidates, including benchmark documents, and published information were considered as evidence the EPP requires 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 was sufficient evidence that candidates consistently completed at least 30 field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
2. FBE assignments and/or activities inconsistently met requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: Records for seven out of ten candidates contained limited or no evidence that the candidates had completed at least 15 hours of interactive FBE.
3. Candidates consistently complete pre-service coursework and training hours as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training did not allow the EPP to capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)]
Evidence: There was a limited number of performance-based assessments with rubrics aligned to the standards in the pedagogical areas. There was also limited training in using data to inform instruction.

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and activities required in pre-service coursework to ensure 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 September 12, 2023:

1. **19 TAC §228.35(e)(1)(A) FBE: Interactive Hours:** Update the FBE requirements and/or documentation process to capture evidence of at least 15 hours of interactive FBE. Retain the documentation in candidates' records per the records retention requirement in 19 TAC §228.40.
2. **19 TAC §228.35(b)(2) Pre-Service Requirements: Coursework:** Review and revise pre-service coursework and training to ensure candidates receive instruction in the required topics and are able to demonstrate proficiency in the topics prior to clinical teaching or internship, with particular attention on data driven practices, and including performance assessments where applicable.

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in records of ten candidates 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

1. There was insufficient evidence that candidates consistently completed the required duration of the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B)]
Evidence: LSC published a clinical teaching requirement of 70 days/14 weeks; however, for the five candidates who completed clinical teaching, there were no logs or other evidence to verify that the candidates completed 70 days.
2. Candidates were consistently placed in TEA-approved supervised clinical experience assignments that were appropriate for the certificate(s) sought. [19 TAC §228.35(e)(2)(A) & (B)]
3. There was sufficient evidence that candidates engaged 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)]
4. Candidates were consistently assigned 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)]
Evidence: Records for nine of ten candidates were missing evidence of one or more qualifications.
6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26)]
Evidence: There was a signed acknowledgement of training in the records for nine out of ten candidates; however, the training did not include training in how to coach and mentor candidates. Additionally, for seven of the candidates the acknowledgements were missing dates so it could not

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be verified that the cooperating teachers or mentors were provided training within the three-week window as required.

7. LSC consistently assigned a field supervisor to provide support to the candidate and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
8. There was insufficient evidence that field supervisors supporting candidates in the supervised clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: For the field supervisors assigned to support the ten candidates, there was missing evidence for one or more required qualifications.
9. LSC has not consistently provided training as required to field supervisors supporting candidates in the supervised clinical experience. [19 TAC §228.35(g)]
Evidence: For the ten candidates, there were no sign in sheets, certificates of completion, or other evidence that the EPP provided training to their field supervisors during the year in which the candidates completed the clinical experience. Additionally, there was no evidence provided that the field supervisors had completed the TEA-approved training.
10. There was sufficient evidence that field supervisors conducted the first observation within the required time limit. [19 TAC §228.35(g)(3)]
11. Candidates received the required number and duration of formal observations during the supervised clinical experience. [19 TAC §228.35(g)]
12. There was sufficient evidence that field supervisors consistently conducted observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
13. During the formal observations, field supervisors consistently captured educational practices observed and evidence of candidate demonstration of proficiency in the standards for the certificate sought. [19 TAC §228.35(g), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix)]
14. There was sufficient evidence the field supervisor consistently provided ongoing coaching and support to candidates during the supervised clinical experience. [19 TAC §228.35(g)]
15. There was sufficient evidence that the EPP collected the recommendations of candidate success in the clinical experiences from the field supervisors and the required campus personnel. [19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(ix)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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 in the certificate standards is accurately captured by the EPP as required in 19 TAC §228.35(e) by September 12, 2023:

1. **19 TAC §228.35(e)(2)(A)(i) Clinical Teaching Duration:** Update the clinical teaching requirements to capture documentation of the duration of days completed in clinical teaching. This could be a log or calendar signed by the cooperating teacher or an attestation added to the final recommendation signed by the clinical teacher, or something similar. Retain documentation in candidates' record per the records retention requirement in 19 TAC §228.40.
2. **19 TAC §228.2(14) and §228.2 (26) Qualifications of Cooperating Teachers & Mentors:** Update the process for assigning cooperating teachers and mentors to include verification they meet the qualification requirements. Capture the evidence to be retained in each candidate's record per the records retention requirement in 19 TAC §228.40.

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- 3. 19 TAC §228.35(f) Training Mentors and Cooperating Teachers:** Update the training provided to cooperating teachers and mentors to include research-based training in coaching and mentoring teacher candidates.
- 4. 19 TAC §228.2(14), §228.2(26) Training Mentors & Cooperating Teachers:** Update the process for training cooperating teachers and mentors so that training is provided within the first 3 weeks of assignment to candidates. Capture the evidence to be retained in each candidate's record per the records retention requirement in 19 TAC §228.40.
- 5. 19 TAC §228.2(18) Field Supervisor Qualifications:** Update the process for assigning field supervisors to include verification they meet the qualification requirements. Retain evidence of field supervisor qualifications in EPP records per the records retention requirement in 19 TAC §228.40.
- 6. 19 TAC §228.35(g) Field Supervisor Training** Update the process for training field supervisors so that training is provided each year to allow field supervisors to remain current on new requirements and to stay normed on the use of the observation instrument used to evaluate candidate performance in the clinical experience. Retain evidence of field supervisor training in EPP records per the records retention requirement in 19 TAC §228.40; and ensure all field supervisors have completed TEA-approved observation training or are currently certified T-TESS appraisers. Collect certificates of completion of that training or certification and retain in EPP records per the record retention requirement in 19 TAC §228.40.

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidates' records including logs, observation records, mentor agreements, and training materials were considered 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). Following are the findings:

FINDINGS

1. There was insufficient evidence that LSC provided notification to the campus or district and the candidate about certificate deactivation requirements prior to a candidate's internship. [19 TAC §228.35(e)(2)(B)(vii) and (viii)]
Evidence: There was no evidence provided for the five candidates who completed an internship.
2. There was sufficient evidence the field supervisor consistently collaborated with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
3. There was sufficient evidence the field supervisor consistently made initial contact with the candidate within the first three (3) weeks of the clinical experience assignment as required. [19 TAC §228.35(g)]
4. There was sufficient evidence the field supervisor consistently provided feedback from each formal observation to the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and requirements in the supervised clinical experiences to ensure the LSC 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) by September 12, 2023:

1. **19 TAC §228.35(e)(2)(B)(vii) & (viii) Notification of Certificate Deactivation:** Update a current document or process to notify candidates and campus or district personnel of the requirements for certificate deactivation, should that become necessary, that is provided before the candidate begins the internship. Retain evidence in each candidate’s record per the records retention requirement in 19 TAC §228.40.

CERTIFICATION (COMPONENT 8)

Records for ten candidates, including transcripts, degree plans, and completed benchmark documents, and data reported in ECOS, were considered as 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)]
2. There was sufficient evidence that the EPP consistently ensured candidates had completed 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 by LSC for certification. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended by LSC for certification in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the ECOS by LSC were compared with the related data retained in records of ten candidates. Following are the findings:

FINDINGS

1. Candidates were not consistently identified as enrolled in the subject area and grade band in which one or more certificates were issued. [19 TAC §229.3]

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Evidence: There were discrepancies found in enrollment records on the Finisher Records List for three of the ten candidates.

2. Admission data were not consistently reported accurately as compared with information in candidate transcripts and/or admission letters. [19 TAC §229.3]

Evidence: For five of the ten candidates, the GPA and/or subject-specific content hours that LSC reported did not match the data on the transcripts in the candidates' records.

3. Observation dates and/or durations were not consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]

Evidence: Observation data reported in ECOS by LSC for five internships and four clinical teaching assignments were missing or did not match the related data in EPP records.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the process of maintaining records and reporting data so that the data that LSC reports in ECOS is an accurate representation of the data retained in EPP and candidate records to meet requirements in 19 TAC §229.3 and §229.4 by September 12, 2023:

1. **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported**

Accurately: Implement a process for ensuring the integrity of data submitted into ECOS that includes ongoing data entry and a quality control check to verify data accuracy. I strongly encourage you to clean up enrollment records on the Finisher Records List by removing those candidates who you know have left the program.

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. LSC has 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)]
2. LSC has 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)]

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3. LSC has 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)]
4. As required under TEC 21.044 (a-1), there was sufficient evidence that through formal observations, field supervisors captured candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - 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)]
5. There was sufficient evidence that through formal observations conducted during the supervised clinical experience, field supervisors captured 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)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

RECOMMENDATIONS

- Add the 5-year inactivity clause to the exit policy and add more detail to information about circumstances that can result in candidate dismissal.
- When updating the EPP rules regarding the 10% exception and the admission of candidates with a GPA below 2.5, establish a policy for making such admission decisions so that they are equitably applied across all applicable applicants.
- Strengthen instruction provided to candidates about TEKS to include more instruction in vertical alignment of TEKS, interpreting and understanding TEKS, and TEKS aligned instruction, assessment, and data evaluation.
- Revise the process for training mentors and cooperating teachers so the training is delivered by the EPP and not by field supervisors or candidates.
- Use field supervisor logs to capture interaction and collaboration with campus personnel.
- Collect feedback about the EPP from campus personnel who support candidates during clinical experiences. Share the feedback with the advisory committee to inform recommendations for EPP improvements.
- Review candidates identified as Other Enrolled on the Finisher Records List in ECOS to verify they are active in the EPP. Remove those that are no longer active. Use mid-year data sets provided by TEA to help with this process.
- Review and revise coursework where needed to strengthen instruction and assessment in the new requirements in Texas Education Code (TEC) 21.0443(b)(1) and (2) and TEC 21.044(a-1).

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- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Following revisions to coursework and/or changes in EPP structure or requirements, remember to update related information on the website, on one-page flyers, and in handbooks as applicable, for alignment and clarity.
- Review all certificate categories 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 SBEC and the State Board of Education (SBOE) meetings and/or review the meeting agendas and minutes to ensure program staff are knowledgeable about changes in laws and requirements in TAC.
- Continue to participate in training and webinars provided by the Division of Educator Preparation and Certification to ensure that the program staff are knowledgeable about current requirements and changes in the TAC.
- Continue to maintain communication with the education specialist assigned to the program.