

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Irene Chacon conducted a five-year Continuing Approval Review of the Yes Prep. Public Schools educator preparation program (EPP) on April 17, 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...”. Mark DiBella, Superintendent, was identified as the program Legal Authority and Stephanie Gounder, Managing Director of Teacher Development, was identified as the Backup Legal Authority and Primary Point of Contact. The EPP at Yes Prep Public Schools was approved as an EPP on June 18, 2009. At the time of the review, the EPP was rated Accredited-Warning. The risk level was Stage 2 (medium). The EPP reported 136 finishers for the 2021-2022 reporting year and 84 finishers for 2022-2023.

At the time of the review, the EPP was approved to prepare and recommend Teacher candidates for certification 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 the certification class and 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 April 3, 2023. Additional EPP documents, including records for ten candidates, were submitted on April 18, 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.

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

GOVERNANCE (COMPONENTS 1, 5 & 6)

Oversight of the EPP and ongoing evaluation of the effectiveness of 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 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 established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to an internship experience. [19 TAC §228.20(g)]
6. The EPP has published an exit policy that is reviewed and signed by each candidate at admission. [19 TAC §228.20(h)]
7. The EPP has qualified instructors for the certificate categories offered. [19 TAC §228.10(d)(1)]
8. 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: The EPP provided a list of benchmark documents and certificates that each candidate record should contain; however, the documentation was not submitted for the ten candidates reviewed.

CORRECTIVE ACTION REQUIRED

1. **19 TAC §228.40(f) Records Retention:** Develop and implement a process for records retention that ensures all evidence of EPP activity is securely retained for a period of at least five years as required in [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)

Candidate records, 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:

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)]

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

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 the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements of 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)

Candidate records 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. The formal written offer of admission was consistently found in candidates records. [19 TAC §227.17(b) & (c)]
2. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c)]
3. The formal date of admission was consistently included in the written offer of admission. [19 TAC §227.17(d)]
4. 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)]
Evidence: Records for three of the ten teacher candidates were not created within the 7-day window.
5. Candidates were not provided coursework, training, and/or test approval prior to formal admission. [19 TAC §228.40(d)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by January 22, 2024.

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 7 calendar days of the formal date of admission that is identified in the candidate's formal written offer of admission.

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the EPP qualifies applicants for admission as required in 19 TAC Chapters 227. 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 meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP inconsistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
Evidence: No application records were submitted for nine of the ten candidates reviewed.
4. The EPP does not consistently use one or more appropriate screening devices to evaluate an applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
Evidence: None of the candidate records contained evidence of a screen. A blank interview template was provided; however, none of the ten candidate records contained a completed interview screen or rubric.
5. The EPP consistently collects all additional requirements for admission and candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into the EPP as required in 19 TAC Chapters 227 by January 22, 2024.

1. **19 TAC §227.10(a)(8) Admission Requirements-Application:** Require applicants to complete an application for admission into the EPP. Retain the application submitted by the applicant in each candidate file as required per 19 TAC §228.40.
2. **19 TAC §227.10(a)(8) Admission Requirements-Screen:** Require applicants to participate in an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Capture the evidence to be retained in each candidate's record per the records retention requirement in 19 TAC §228.40.

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)]

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

None

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 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 coursework syllabus 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 coursework syllabus 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 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)]
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 consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum was provided to candidates. [19 TAC §228.30(c)(8)]
10. 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)]

CORRECTIVE ACTION REQUIRED

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by January 22, 2024.

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. 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 a provider listed in the SAMHSA data base. 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.

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 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 sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
2. FBE assignments and/or activities consistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
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 the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

None

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) - (g).

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

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)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B)]
3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(B)(ix)]
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)]
Evidence: A blank list of the campus supervision qualifications was provided; however, verification of the qualifications was not found for the ten teacher mentors.
6. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14) & (26)]
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)]
8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: For three of the ten candidates, there was missing evidence for one or more required qualifications for their field supervisors.
9. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]
10. There was sufficient evidence that field supervisors conduct the first observation within the required time frame. [19 TAC §228.35(g)]
11. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]
12. There was sufficient 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)]
13. Field supervisors did not consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g) & §228.35(e)(2)(B)(ix)]
Evidence: For seven of the ten teacher candidates field supervisors did not capture educational practices observed.
14. Field supervisors did not consistently capture evidence of candidate proficiency in the supervised clinical experience. [19 TAC §228.35(g) & §228.35(e)(2)(B)(ix)]
Evidence: For seven of the ten teacher candidates, field supervisors did not document candidate proficiency.
15. There is sufficient evidence the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

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 January 22, 2024.

1. **19 TAC §228.2(14) and §228.2 (26) Campus Supervision: Qualifications of Cooperating Teachers and 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.
2. **19 TAC §228.2(18) Field Supervision: 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.
3. **19 TAC §228.35(g) Field Supervision: Candidate Proficiency and Educational Practices Observed:** Update the observation instrument that captures the proficiency of standards as a record of instructional strategies observed. Require the field supervisor to document educational practices observed for each formal observation.
4. **19 TAC §228.35(e)(2)(B)(ix) Skills Implementation: Successful Internship-Recommendation:** Require the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend ... the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.

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). Following are the findings:

FINDINGS

1. There is insufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
Evidence: Three of the ten teacher candidate records did not contain documented evidence of collaboration between the field supervisor and campus personnel.
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)]
Evidence: Three of the ten teacher candidate records did not contain documented evidence of initial contact with the field supervisor.
3. There is sufficient 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)]

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

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) by January 22, 2024.

1. **19 TAC §228.35(g) Field Supervision: Field Supervisor Collaboration:** Require the field supervisor to collaborate with the candidate, cooperating teacher/mentor' and campus administrator throughout clinical teaching/internship. Utilize the benchmark document as a record of collaboration and the dates it occurred. Train field supervisors about the requirements during local training. Retain evidence per records retention requirements.
2. **19 TAC §228.35(g) Field Supervision: Field Supervisor Initial Contact:** Require all candidates to have an initial contact with the field supervisor assigned within the first three weeks of assignment. Initial contact may be by phone, email, or other electronic communication. Train field supervisors about the requirements during local training. Retain evidence per records retention requirements.

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)]
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

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 candidates' 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]

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

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 four of the ten candidates, the GPA and/or subject-specific content hours that the EPP reported did not match the data on the transcripts in the candidates' records.
3. Observation dates and durations were consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

None

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR

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 incorporated proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - 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. The EPP 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)]
3. The EPP 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 is sufficient evidence that field supervisors consistently capture 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

2022–2023 Continuing Approval Review Report

Yes Prep Public Schools

- 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. 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: Seven of the ten candidates whose records were reviewed did not have documentation of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1).

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 January 22, 2024.

1. **19 TAC §228.35(e)(2)(B)(ix) Skills Implementation: Successful Internship-Candidate Proficiency:**
Update the observation instrument that captures the proficiency of standards with a record of educational practices observed as required under Texas Education Code (TEC), §21.0443(b)(1) and (2).

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 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.