



2020 – 2021 Continuing Approval Review Report McLennan Community College

PURPOSE

Texas Education Agency (TEA) Program Specialist, Emily Newton, conducted a five-year Desk Continuing Approval Review of the educator preparation program (EPP) for the McLennan Community College (MCC) on October 19, 2020. 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...". Johnette McKown was identified as the program Legal Authority. Kristi Patton, Director of MCC Alternative Teacher Certification, and Laura Conrad, Assistant Program Director of MCC Alternative Teacher Certification and Certification Officer, were identified as the primary EPP contact for the review process. McLennan Community College was approved as an EPP on August 3, 2001. At the time of the review, the EPP was rated Accredited. The risk level was Stage Insert 2 (medium). The EPP reported 27 finishers for the 2018-2019 reporting year and 32 finishers for 2019-2020.

At the time of the review, MCC was approved to certify candidates in the teacher class. The EPP is approved to offer the alternative certification program (ACP) route to certification.

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 Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing an improvement plan based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Next Steps plan was developed to address strategies for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Kristi Patton and Laura Conrad.

DATA ANALYSIS

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 October 5, 2020. Additional EPP documents, including records for ten (10) candidates, were submitted on October 19, 2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence.



FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

"Findings" indicate evidence collected during the review process. If the program is "not in compliance" with any identified component, the program should consult the TAC and correct the issue immediately. A "Compliance Plan" or "Next Steps" may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. "Recommendations" are suggestions for general program improvement, and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings

- TEA reviewed self-reported Governance documents and information included in the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for MCC programs. The legal authority's participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- MCC has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- MCC submitted the Status Report for the EPP Review on October 5, 2020, as required. [19 TAC §228.10(b)(1)]
- MCC has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 11, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the MCC was in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

- MCC has informed applicants of the required information about the EPP. Admission requirements were found on the website for the alternative certification program. EPP completion requirements were found in candidate handbooks and on the EPP website.



The effects of supply and demand were found on the website. The performance of the EPP overtime for the past five years was found on the website. [19 TAC §227.1(c)(1-3)]

- MCC has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for the alternative certification program. [19 TAC §227.1(d)]
- A total of ten (10) files were reviewed for admission requirements. They included ten (10) alternative certification program (ACP) teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. Nine ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. The tenth candidate was a T&I candidate and did not require a bachelor's degree. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.11-3.58. The program requirement for teacher admission is 2.75. The EPP has sometimes admitted candidates with less than a 2.75 in the last 60 hours, or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission. Nine (9) out of nine (9) files (100%) met the requirement. One file did not, but this is allowable because the candidate was a T&I candidate and is not required to have a bachelor's degree. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. The ten (10) ACP teacher candidates met the requirement with official transcripts noting a degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. Nine (9) ACP teacher candidates met the requirement with official transcripts noting a degree conferred from an IHE in the United States. The T&I candidate met this requirement with a high school diploma. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. All ten (10) applicants were screened using an interview. The interview includes a scoring scale of 1 to 5, and candidates must score at least 18 to be considered for admission. The EPP updated interview documents to include the cut score on the document. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All ten (10) files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- MCC requires candidates to have a minimum GPA of 2.75. Eight of the nine candidates that required a bachelor's degree met this minimum requirement. The program does not meet the additional requirement for admission. [19 TAC §227.10(b)]
- One T&I candidate file was reviewed. Per candidate records, SOQ, NOCTI assessment, and candidate resume, the candidate meets the T&I Workforce admission requirements. [19 TAC §227.10(e)]
- All applicants are required to be formally admitted. All ten (10) ACP teacher candidates received a formal letter of admission in writing and accepted the formal admission in writing. The effective date of formal admission was found in the letters for all files



reviewed. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- TEA recommends the EPP update their interview documents to include additional success criteria for each score (1-5) in the interview questions.

Based on the evidence presented, the MCC is in compliance with 19 TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed self-reported Curriculum documents and information included in the Status Report to determine compliance.
- MCC reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. [19 TAC §228.30(a)]
- MCC uses performance-based assessments to measure candidate progress. Submitted with the self-reported Status Report were a performance-based assessment and corresponding rubric from the Core-Subjects EC-6 certificate area. [19 TAC §228.40(a)]
- MCC curriculum is research-based. STR Alignment charts and Test Framework were reviewed with the self-reported Status Report. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes. The Educators' Code of Ethics is taught in the Content Methodology and PPR EC-12 courses. The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in the applicable content Content Methodology course. Mental health, substance abuse, and youth suicide are taught during the Internship or Clinical Teaching courses by MCC Counseling Center employees. The skills educators are required to possess, and the responsibilities they are required to accept are taught in the applicable Content Methodology course. The high expectations for students in this state are taught in the applicable Content Methodology course. The importance of building strong classroom management skills is taught in the PPR EC-12 course. The framework in this state for teacher and principal evaluations is taught in the Internship or Clinical Teaching course and Content Methodology. Appropriate relationships, boundaries, and communications between educators and students are taught in the PPR EC-12, Internship, and Clinical Teaching courses. Instruction in digital learning, including a digital literacy evaluation



followed by a prescribed digital learning curriculum, is taught in PPR EC-12, Internship, and Clinical Teaching courses. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]

- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in the CS EC-6 Content Methodology course. [19 TAC §228.30(d)(3)]
- Professional practices and responsibilities are taught in the Internship and Clinical Teaching courses and the PPR EC-12 course. [19 TAC §228.30(d)(4)(F)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the MCC is in compliance with 19 TAC §228.30-Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- MCC provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. The curriculum was reviewed for MCC's Core Subjects EC-6 certificate area. Per the STR Performance Assessment, alignment charts, and exam framework submitted by MCC, their curriculum is rigorous, sustained, and interactive. [19 TAC §228.35(a)(1-2)]
- Ten (10) teacher candidates reached the point of standard certification. Per internship and clinical teaching start/end dates and program benchmarks, all ten candidates completed EPP requirements prior to standard certification. [19 TAC §228.35(a)(3)]
- MCC has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The MCC Student Handbook states candidates with prior military service may have their experience go towards certain courses in specific certificate areas. [19 TAC §228.35(a)(5)(A-B)]
- MCC offers some coursework online in the various certification fields and classes. The program provided a signed letter from the THECB (6/23/2003) approving MCC to offer distance learning. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn between 300 and 330 clock hours, which exceeds the 300 clock-hours of required coursework and training. Per official transcripts, 8 out of 10 candidates met or exceeded the 300 minimum clock hour requirement. One of those candidates was a T&I candidate and exceeded the minimum 200 clock hour requirement by completed 300 clock hours of coursework. [19 TAC §228.35(b)]
- Nine (9) of the teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. FBEs were completed in a variety of settings, appropriate documentation was retained for FBEs from a substitute experience, and video FBE's were adequately logged. The EPP is reminded only 15 hours of video FBEs are permitted in TAC. The EPP provided FBE logs and reflections for each file reviewed as



evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]

- Dated observation logs with FBE placement information that candidates completed required focused FBEs and that the FBEs were completed prior to clinical teaching or internship. [19 TAC §228.35(b)(2)]
- One (1) teacher candidate had reached the point of clinical teaching and was either in the process of completing or have completed the requirement. Per completed observation documents and the Recommendation Report, the one clinical teacher successfully completed their experience (full 70 days). Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching. A formal Recommendation Report was signed by both the field supervisor and cooperating teacher, recommending the clinical teacher candidate for standard certification. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. The nine candidates in an internship assignment included the beginning of the year. The one clinical teacher assignment did not include the beginning of the year but experienced the start of the year through FBEs. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- All candidates placed in clinical teaching or internship were assigned to a cooperating teacher or mentor as applicable. One (1) clinical teacher candidate and nine (9) intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the one (1) cooperating teachers and nine (9) mentor teachers, insufficient evidence was retained to verify the years of experience and accomplishments as an educator qualification for all ten cooperating teachers/mentors. 10 out of 10 (100 %) held the required certification credentials. The program did not meet the requirement as prescribed for the teacher class. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- The training material was provided for cooperating teachers and mentors within three weeks of assignment to the candidate. Per signed documents from training/handbook, four (4) out of ten (10) (40%) mentors/cooperating teachers received training within three weeks of the candidate's assignment. The program has not met the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidate files reviewed that reached the point of clinical teaching or internship were assigned to a field supervisor. One (1) clinical teacher candidate and nine (9) intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(g); 19 TAC §228.35(h)]



- The field supervisor held the required credentials appropriate for the candidate supervised. All 10 (100%) of the teacher candidate field supervisors held the required credentials. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All teacher field supervisors (100%) were trained. Dated TTESS certificates were reviewed as evidence of compliance. [19 TAC §228.35(g) & (h)]
- Five (5) out of ten (10) files reviewed contained a first contact within the first three weeks of assignment for teacher candidates. MCC has submitted an updated Field Supervisor log that includes a specific location to document when and how the initial contact is made and also includes a requirement that it must be completed within the first three weeks of the assignment. The field supervisor provided written feedback as required. Nine (9) out of ten (10) candidates received pre and post conferences as required in TAC. Field Supervisor Logs documented informal observation and coaching for all ten candidates throughout their internships and clinical teaching. The field supervisor collaborated with the required individuals. The program has not met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for the duration, frequency, and format for all nine (9) interns and the one (1) clinical teacher. The program was 100% compliant. The program met the requirement as prescribed. 19 TAC §228.35(g)(1-3) & (h)(1-8)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.35(e)(2)(B) – Internship placement did not match the certification category
Action: Candidates may only be standard certified in the certificate area(s) in which the EPP prepares them. The assignment for the candidate's internship must match the certificate area(s) of standard certification. The EPP must review their process for placing candidates in an internship/clinical teaching and standard certifying candidates to build in safeguards to prevent certifying candidates in an area they are not prepared in.
- 19 TAC §228.35(e)(2)(B)(iv) – Intern must hold an intern or probationary certificate while participating in an internship.
Action: Candidates must hold a corresponding intern or probationary certificate during their internship to be standard certified in the certificate area(s). The EPP must review their process for placing candidates in an internship/clinical teaching and ensure candidates have the appropriate certification(s) for their placement.
- 19 TAC §228.2(12), §228.2 (24) – Mentor and Cooperating Teacher Qualifications
Action: Mentors and cooperating teachers must have at least three years of teaching experience, be an accomplished educator as shown by student learning, and be currently certified in the certification category similar to that of the candidate. The EPP has noted they will review, revise, and implement a new process for verifying mentor and cooperating teacher qualifications. This new process will include a letter to campus principals enlisting their resources to recommend qualified mentors and cooperating teachers.
- 19 TAC §228.2(12), §228.2(24) – Mentor and Cooperating Teacher Training
Action: Mentors and Cooperating Teachers must complete training within three weeks of being assigned a candidate. The EPP must review their training processes for Mentor



and Cooperating Teacher training to ensure it is completed within the first three weeks of a candidate's assignment. The documents are being retained consistently, so the EPP should focus on the training schedule and when they are being trained.

- 19 TAC §228.35(g), §228.35(h) – Field Supervisor Initial Contact
Action: Field Supervisors must make initial contact with assigned teacher candidates within the first three weeks of the assignment. The EPP has revised its Field Supervisor Log to include a location and information for Field Supervisors to more readily document initial contact with the candidate and the method of communication. The EPP must implement their revisions to this process and ensure Field Supervisors are updated on the revised process as well.

Recommendations

- TEA recommends reviewing procedures for recommending candidates for intern, probationary, and standard certifications to streamline processes and ensure candidates are recommended for the correct certificates and meet the appropriate certification requirements.
- TEA recommends utilizing district and campus resources for verifying mentor and cooperating teacher qualifications. A form or letter signed by principals agreeing the suggested mentors or cooperating teachers would work. A document of this nature should have the specific qualification requirements are stated in TAC, the teacher names are specifically mentioned, and the document is signed verifying the qualifications.
- TEA recommends revising the mentor and cooperating teacher training schedule to include both fall and spring semesters, so all candidates are included.
- TEA recommends training field supervisors on the updated Field Supervisor Log to included targeted instruction on initial contact with candidates within the first three weeks and the importance of this contact.

Based on the evidence presented, the MCC is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

- MCC has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed and for each Component from admission to standard certification, the benchmark document and degree progress were provided as evidence of compliance for ten (10) teacher files reviewed. [19 TAC §228.40(a)]
- MCC has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance-based assessment and corresponding rubric as evidence this requirement is met. [19 TAC §228.40(a)]
- MCC has processes in place to ensure that candidates are prepared to be successful in their certification exams. Benchmark documents were provided for all ten (10) teacher



candidates showing where the candidate was in the process of testing. Evidence that the EPP had advised candidates to test was also found in the candidate files reviewed. MCC also does not grant test approval to any candidate until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]

- MCC uses information from a variety of sources to evaluate program design and delivery. MCC uses the Teacher Certification Course Evaluation to assess the progress of the EPP and coursework delivery. For example, the EPP collected feedback from candidates that resulted in a revision in hours spent in subject-specific coursework. Per the Status Report, the EPP also monitors TExES exam scores to improve program delivery. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. Per Admission documents, observation documents, and benchmark documents, the EPP has retained the appropriate documentation for the required five years. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the MCC is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- All ten (10) candidates adhere to the Texas Educator's Code of Ethics. Evidence, in the form of a signed Code of Ethics documents, was found in 10 out of 10 (100 %) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Code of Ethics documents state they will "read...comply and commit" to the COE. Signed Code of Ethics documents from EPP staff serves as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None



Based on the evidence presented, the MCC is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site in the EPP office. The program provides the complaint policy in writing upon request. MCC's Alternative Teacher Certification Complaint Policy is available on the EPP website and is posted in the EPP office. This includes a downloadable copy that has the EPP policy/procedure and a link to the TEA website and meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the MCC is in compliance with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC §228 and §230

Findings

- Teacher candidates have met degree requirements for certification. Per official transcripts, 9 out of 10 candidates held a bachelor's degree from an IHE at the time they were standard certified. The 10th candidate has a career and technical education certificate and exceeds the years of experience requirement. [19 TAC §230.13(a)(1)]
- Five (5) teacher candidates were issued a probationary certificate, and four (4) were issued an intern certificate and met the coursework and field-based experience requirements prior to issuance. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None



Based on the evidence presented, the MCC is in compliance with 19 TAC §228 and §230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC §229

Findings

- MCC has submitted ASEP reports within the timeline required by TEA. Corrections had to be made by the program, and they were done within the timeline required by TEA for the 18-19 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- Two out of ten (20%) teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- One out of ten teacher candidate files reviewed contained an admission GPA that did not correspond to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program was 85% compliant. [19 TAC §229.3(f)(1)(7)]
- Ten out of ten teacher candidate files were accurately reported for all certification areas for which they were admitted. The program was 100% compliant.
- One teacher candidate observation duration uploaded into ASEP did not correspond to the duration documented in candidate records. [19 TAC §229.3(f)(1)(1)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation.

Recommendations

- None

Based on the evidence presented, the MCC is in compliance with 19 TAC §229 – Integrity of Data Reported.

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or "TX PACT," is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.



- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement. The EPP website advisement reflects candidates must apply and "be recommended" for a certificate before December 31, 2020, to qualify for a certificate without STR. The website should be updated to reflect "the certificate must issue" by December 31, 2020, to achieve certification without the STR.
- Intern and Probationary certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS All EPPS

- 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, 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 program specialist assigned to the program.
- Ensure that the TEA staff has the most current contact information by sending updates to the assigned program specialist.



SUMMARY

Next Steps were created collaboratively with the McLennan Community College staff.

"I have reviewed the EPP Report and agree that all required corrections will be made on or before February 26, 2021."

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date