



2019 – 2020 Continuing Approval Review Report

Region 10 Education Service Center

BACKGROUND

Texas Education Agency (TEA) Program Specialists, Lorrie Ayers, Jennifer Perez, and Angela Von Hatten, conducted a five-year Continuing Approval Review of the Region 10 Education Service Center (REG10) educator preparation program (EPP) on January 22-24, 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...". The EPP at REG10 was approved as an alternative certification program by the State Board for Educator Certification (SBEC) on December 1, 1991. At the time of the review, Bud Nauyokas was the Primary Point of Contact for the program with the Executive Director, Gordon D. Taylor, as the official program Legal Authority. The accreditation status of the EPP was Accredited-Probation (Year 1).

The REG10 EPP is approved to certify candidates in the Classroom Teacher, School Counselor, and Educational Diagnostician classes. The EPP reported 185 finishers in 2017-2018 and 180 finishers in 2018-2019. All finishers were Classroom Teachers.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under 19 Chapter 229." 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 risk assessment model identified REG10 as a Level 1 risk due to the accreditation status.

The risk assessment, including the lowered accreditation status, determined the five-year Continuing Approval Review was conducted in an on-site format where TEA staff reviewed documents and records on-site at REG10 located at 400 E. Spring Valley Road, Richardson, Texas 75081.

The scope of this review included verifying compliance with TAC and Texas Education Code (TEC) as applicable to all certification classes actively offered by the EPP. A Compliance Plan containing details of the next steps for the EPP was developed collaboratively with EPP staff prior to the close of the review.

EPP staff participating at various points in the review were: Bud Nauyokas, Ramona Oats, Barb Keefer, Lisa Burton, Ameniam Munn, Patricia Williams, and Nerissa Erickson.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. EPP staff submitted a Status Report and related program documents to TEA prior to the review. Records for 15 candidates were randomly selected from the Teacher, Educational Diagnostician, and School Counselor programs. Candidate and EPP records were reviewed to



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determine compliance with requirements for candidate preparation and certification and for compliance with state reporting requirements and governance. The scope of the review included the reporting years 2017-2018 through 2019-2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. “Compliance Issues” are areas that are not compliant with requirements in TAC or TEC and must be corrected by the agreed date identified in the Compliance Plan. “Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings

The EPP facilities have been recently renovated and appear to be in good repair and offer acceptable resources and support for candidates and others visiting the EPP offices. Resumes, teaching certificates, and service records provided evidence that EPP staff and faculty are experienced educators, with many engaged in the review process at various points during the review. [19 TAC §228.20(c)]

The EPP has amended the program by extending to new teaching sites and by transitioning delivery from face-to-face to a hybrid model. The Status Report reflects some coursework is delivered through a “flipped classroom” model. Notification letters are on file at TEA as required in 19 TAC §228.10(e) and §228.20(e).

The REG10 EPP is not approved to offer a Superintendent certificate; however, through a partnership with the University of North Texas (UNT), they offer the Executive Education Preparation Program (EEEEP). In the EEEEEP, UNT offers some coursework and the REG10 EPP offers additional coursework and supervises an internship. First Financial and TCG Group Holdings are the two corporate sponsors that support this program through scholarships and grants. EPP staff revealed that REG10 has recently established a similar partnership with Southern Methodist University.

The handbook identifies the EPP provides teacher certification in 43 different certificate areas and three (3) supplemental areas.



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The Educational Diagnostician program has a memorandum of understanding (MOU) with seven service centers. The REG10 EPP provides the coursework and training in a face-to-face delivery in Dallas and candidates at the partnering service centers attend via Zoom conferencing. It was suggested to EPP staff that they establish a mechanism for collecting feedback from candidates at these teaching sites to ensure the program delivery is effective for them.

Per the Status Report, certificates are actively offered by the EPP in the Teacher, School Counselor, and Educational Diagnostician classes. Due to changes in requirements for issuance of the School Counselor certificate, the REG10 EPP will no longer offer certification in that area. The final cohort was in process at the time of the review. EPP staff have stated they do not want TEA to remove the School Counselor program from EPP inventory and will have a staff member assigned to assist any former candidates from that program.

The EPP admits candidates into cohorts. EPP staff have developed and implemented a calendar of activities from admission to completion that coincides with each cohort which meets requirements in 19 TAC §228.20(g).

EPP staff stated the Advisory Committee meets two (2) times per year. Minutes for two (2) meetings in the 2018-2019 reporting year and one meeting in the 2019-2020 reporting year were reviewed. Sign-in sheets for the meetings held in the 2018-2019 and 2019-2020 reporting years revealed consistent participation by seven EPP staff members, nine members representing K-12 campuses and districts, one (1) representing an institution of higher education (IHE), and two (2) representatives from the local business community. Minutes from those meetings revealed Advisory Committee members were trained on their roles and responsibilities and discussed EPP matters related to design, delivery, evaluation and major policy decisions of the three (3) programs within the EPP. It was recommended to EPP staff to include more representation from IHE. Based on the evidence presented, the EPP met the requirements for an advisory committee as identified in 19 TAC §228.20(b).

Recommendations

1. Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
2. Remove approved certificates from inventory that are not supported by enrollment or approved curriculum.



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3. Establish a mechanism for collecting feedback from candidates at other teaching sites to ensure the program delivery is effective for them.
4. Increase advisory committee membership to include more representation from IHE.

Based on the evidence presented, the Region 10 Education Service Center EPP has met minimum requirements for governance as specified in 19 TAC Chapter 228.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

Under the Required Postings tab on the webpage for Teacher candidates, the EPP has posted information regarding filing a complaint with the EPP as required in 19 TAC §228.70(b)(2) and information about Supply and Demand for teachers as required in 19 TAC §227.1(c). For information about the EPP performance over time, readers are linked to the Consumer Information page on the TEA website.

The Required Postings tab on the webpage for School Counselor and Educational Diagnostician candidates contains links to the TEA complaints process and the PCHE page on the TEA website. Other links regarding the EPP complaints process are not active. There is no additional information about fingerprint background checks, performance of the EPP over time, or supply and demand for those jobs in the workforce.

The following required information must be updated on the EPP website for applicants in all certification classes as required in 19 TAC §227.1(b)-(d):

- candidates must undergo a criminal history background check prior to clinical teaching or certification;
- the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; and
- the right to request a Preliminary Criminal History Evaluation from TEA.

Program admission and completion requirements for each certificate class are posted on the website as required in 19 TAC §227.1(c)(1)-(2).

The admission requirements for each teaching certificate identified on the website are:

- 12-15 semester credit hours, depending on the certificate sought;
- A cumulative GPA of 2.5 or higher; and
- A passing score on the content pedagogy exam for the certificate sought.



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Information under the Applicants tab on the webpage for Teacher applicants requires that all candidates must submit:

- An electronic application;
- Official transcripts;
- A notarized criminal affidavit;
- Three professional references; and
- Pre-Admission Content Test score report.

Applicants who submit credentials from outside the U.S. meet these additional admission requirements:

- Official transcripts;
- Course by course transcript evaluation from a TEA-approved service;
- TOEFL-iBT score report submitted to the REG10 TOEFL code; and
- Work authorization.

The program was reminded that admission requirements that include a passing score on a PACT may need to be updated with the implementation of the TX PACT effective 1/27/2020.

A link on the Applicants tab on the webpage for Teacher program applicants refers out of state certified educators to the TEA website for more information.

Information on the website under the tabs for School Counselors and Educational Diagnosticians identifies that, for admission, an individual must have:

- A Master's degree with a minimum GPA of 3.0;
- 3 years of teaching experience as a certified teacher; and
- Special Education certification (for Educational Diagnostician applicants).

Additional detail under the Educational Diagnostician tab identifies the following requirements for admission:

- Nomination from the school district Special Education Director;
- Notarized criminal affidavit;
- Service records documenting at least 3 years of teaching experience;
- 3 most recent end of year evaluations;
- Official bachelor's and master's transcripts;
- Special Education certification; and
- Alternative certification coursework and hours (if applicable).

A disclaimer on the EPP website identifies the 2018-2019 cohort as the final cohort of the REG10 School Counselor program.



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A handbook posted on the website for candidates identifies the Haberman pre-screener as an admission requirement, but that information is not posted on the website under the admission requirements.

The program was advised that the information regarding English language proficiency requirements in the candidate handbook was inaccurate and should be updated, including the TOEFL which, when required, must be completed prior to admission and not within the first two years after admission.

Candidate and EPP records were reviewed to verify admission practices were in alignment with requirements in TAC and TEC. Transcripts, screening rubrics, applications, evidence of a formal admission process, and evidence of all other admission requirements were identified in records for the candidates reviewed. Based on the evidence, the REG10 EPP met all published admission requirements, including all requirements in TAC except:

- When accepting candidates with a GPA below 2.5, the EPP has not collected documentation of the work experience equivalent and extraordinary circumstance that support the admittance of the candidate. Current policy for admitting applicants with a GPA below 2.5 does not align with requirements in TAC so guidance was provided to the program director about how to consider each case. [19 TAC §227.10(a)(3)(B) and (D)]

Compliance Issues (per Compliance Plan)

1. The EPP must update for applicants and candidates the required information regarding criminal history and certification and the PCHE. [19 TAC §227.1(d)]
2. Candidates that are admitted with a GPA less than the 2.5 minimum must meet the requirements for the GPA exception and documentation must be retained in the candidates' records. [19 TAC §227.10(a)(3)(B) and (D)]

Recommendations

1. Update published information such as on website and handbooks to reflect requirements for applicants seeking admission with a GPA below the minimum.
2. Update candidate exit policy and reactivation process for candidates that leave the program and then return to align with admission and enrollment requirements.



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Based on the evidence presented, the Region 10 Education Service Center EPP has not met minimum requirements for admissions as identified in 19 TAC Chapter 227.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

The coursework was evaluated to verify that all candidates in all programs have received instruction in the required areas identified in 19 TAC §228.30(c). Course guides, coursework materials, and certificates of completion are evidence candidates receive instruction in these required topics:

- the code of ethics and standard practices for Texas educators (ECOЕ), including instruction in professional ethical conduct, practices, and performance; ethical conduct toward professional colleagues; and ethical conduct toward students;
- instruction in the detection and education of students with dyslexia;
- instruction regarding mental health, substance abuse, and youth suicide, delivered by an approved provider from the list of recommended best practice-based / research-based programs;
- the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- the importance of building strong classroom management skills;
- the framework in this state for teacher and principal evaluation;
- appropriate relationships, boundaries, and communications between educators and students; and
- instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum.

Additionally, teacher candidates receive the required instruction in these areas:

- the relevant TEKS, including the English Language Proficiency Standards (ELPS);
- reading instruction, including instruction that improves students' content-area literacy; and
- the skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.

Coursework for certificates that include early childhood instruction was not aligned with the Prekindergarten Guidelines. [19 TAC §228.30(d)(3)]

Coursework and training requirements for the Core Subjects EC-6 certificate area were reviewed as representative that curriculum meets minimum requirements for being standards-



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based, and that coursework and training are performance-based, research-based, rigorous, interactive, and overall would lead to the preparation of a candidate to be effective in the classroom as required in 19 TAC §228.35(a)(1) and (2). The Core Subjects EC-6 certificate area was the focus of the review because data at TEA identified it as the most populated, yet lowest-performing, certificate area offered by the REG10 EPP.

- Course guides and course materials, including performance assessments, are evidence the coursework is standards-based and candidates are trained on TEKS-based instruction. [19 TAC §228.30(a)].
- Assessments were identified in coursework. EPP staff were encouraged to include more performance-based activities and assessments in coursework provided to all candidates in all certificate classes. [19 TAC §228.40(a)].
- A Scope and Sequence document reflecting the organization and delivery of coursework was provided by EPP staff for the Core Subjects EC-6 program. The Scope and Sequence document reflected that the organization of coursework appeared to be appropriate to lead to adequate preparation as required in 19 TAC §228.35(a)(1), including pre-service coursework and training as required in 19 TAC §228.35(b).
- Bibliographies and reference materials were identified in course guides and coursework samples that are evidence the curriculum is research-based as required in 19 TAC §228.30(b).

Compliance Issues (per Compliance Plan)

1. Update the EC-6 curriculum to include alignment with Prekindergarten Guidelines. [19 TAC §228.30(d)(3)]

Recommendations

1. Strengthen coursework for all candidates to include more performance assessments. [19 TAC §228.40(a)]
2. The test used for PACT purposes will change effective at the end of January 2020. The TExES content pedagogy exams cannot be used for admission purposes after 1/27/2020 but may be used for certification purposes. The new PACT, "TX PACT", may not be used for certification purposes. The EPP must approve content pedagogy testing and should ensure the curriculum has been updated to meet requirements for instruction in content-specific pedagogy and test preparation.



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3. The Application A, used to add new certificate areas to EPP inventory, has changed – staff in Teacher programs should plan to review requirements in the updated application in advance of preparing to add new certificate areas. Evidence of performance assessments will be a requirement for adding new certificates using the updated Application A.
4. Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
5. The implementation of the Science of Teaching Reading (STR) test will impact the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR /Social Studies 4-8 certificates, effective January 1, 2021. Programs that are not able to demonstrate an updated curriculum that addresses the standards, domains, and competencies of the STR, will not be able to renew these certificates after January 2021. To prevent a lapse in service for candidates in these areas, teacher programs are encouraged to plan ahead by updating the curriculum and submitting the required documentation to TEA well in advance of the January 1, 2021 implementation date.

Based on the evidence presented, the Region 10 Education Service Center EPP has not met minimum requirements for curriculum as identified in 19 TAC §228.30.

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

Findings

Candidate and EPP records were reviewed to verify candidate preparation in all programs has met requirements in 19 TAC §228.35.

The Scope and Sequence document prepared by the EPP, with course outlines and course materials, indicate the EPP appears to provide adequate training to candidates in all certificate areas. [19 TAC §228.35(a)(1)]

Benchmark documents are evidence that candidates complete all coursework and training prior to being identified as a program “completer”. [19 TAC §228.35(a)(3)]

There are policies in place that identify what types of prior coursework will be accepted to substitute for coursework to be completed at the REG10 EPP. [19 TAC §228.35(a)(5)]



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Most of the coursework is delivered in an online platform. Training certificates and evidence of communications with Quality Matters staff are evidence the REG10 EPP is seeking quality certification of its online programs as required in 19 TAC §228.35(a)(6).

The handbook published for teacher candidates identifies candidates complete, at minimum, 317 hours of coursework and training in three (3) phases. A candidate must complete one phase before progressing to the next phase. The handbook further indicates that up to 15 hours of field-based experience (FBE) may be earned from paraprofessional experience if under the supervision of a certified teacher or from a 30-day or longer substitute teacher placement. The EPP was advised that paraprofessional experience completed prior to enrollment in the EPP does not meet requirements for FBE and that 15 hours completed solely in the aide assignment will not qualify as a “variety of settings” as specified in 19 TAC §228.35(e)(1).

The Scope and Sequence document, with syllabi and FBE logs in records for Teacher candidates, provide evidence that candidates receive 300 or more clock hours of coursework and training, including 30 hours of FBE as required in 19 TAC §228.35(b). Fifteen hours of FBE are completed via videos as allowed in 19 TAC §228.35(e)(1)(B). EPP staff were encouraged to update capture documents used to document FBE activities by including space for candidates to identify the interactive activities completed. Candidates in non-teacher programs receive more than 200 clock-hours of coursework and instruction as required in 19 TAC §228.35(c). Almost all coursework is completed prior to internship or practicum.

The REG10 EPP is approved to offer clinical teaching; however, four (4) of the five Teacher candidates whose records were reviewed had completed an internship. One (1) candidate had not reached that point in the preparation process at the time of the review. None of the candidates were Late Hires. Four (4) of the five Educational Diagnostician candidates and four (4) of the five School Counselor candidates whose records were reviewed had completed a practicum. One Educational Diagnostician candidate had not reached the point of practicum and one (1) School Counselor candidate was in-process of completing the practicum at the time of the review.

- Teacher candidates held certificates and were placed in assignments that were appropriate for the certificate(s) sought. [19 TAC §228.35(e)(2)(B)].
- Teacher mentors conduct four (4) observations of candidates completing internships. Observation results are retained in candidates’ records. It was suggested that the EPP may want to award continuing professional education (CPE) hours to mentors.
- School Counselor candidates completed practicum logs reflecting more than 160 clock-hours; however, the EPP allows hours to be completed outside of the school day, and



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electronically, which does not meet requirements for a practicum placement in 19 TAC §228.35(e)(8)(A).

- Educational Diagnostician candidates completed the practicum while holding an Intern or Probationary certificate; however, engagement with the standards was not evident because candidates did not keep a practicum log. [19 TAC §228.35(e)(8)]
- Candidates completing internships and practicums were assigned mentors or site supervisors as required in 19 TAC §228.35(f) and were assigned qualified field supervisors as required in 19 TAC §228.35(g) and §228.35(h). The EPP had not implemented a process to collect evidence that mentors and site supervisors were “accomplished educators as shown by student learning” as required in 19 TAC §228.2(24) and §228.2(31).
- Training materials, sign-in sheets, and certificates of completion were evidence that mentors, site supervisors, and field supervisors received training from the EPP, including the TEA-approved observation and/or coaching training for field supervisors. [19 TAC §228.35(f), §228.35(g), and §228.35(h)]
- Observation documentation and candidate placement information in candidates’ records were evidence that field supervisors met requirements for supervision, including the first contact with candidates in the first three weeks of the assignment; formal observations; and ongoing coaching and support. Candidates received the required number and duration of observations for the certificate held; however; field supervisors did not actually observe non-teacher candidates. Instead, they held a series of meetings to debrief activities completed in the previous week. EPP staff stated that the nature of the work completed by School Counselor and Educational Diagnostician candidates often created a situation where EPP personnel, such as field supervisors, were not allowed to participate or observe to protect the privacy of the students involved. The observation documents provided space for field supervisors to capture candidate proficiency and educational practices observed. All observations were preceded by a pre-conference and then a post-conference was held following each. Signatures on paperwork were evidence that copies of observation documentation were provided to all required persons. EPP staff were encouraged to have candidates sign off on observation documents as well as field supervisors to verify the observation. [19 TAC §228.35(g) and §228.35(h)]
- Four (4) of the five candidates in each the Teacher, Educational Diagnostician, and School Counselor programs had achieved a standard certificate. A recommendation



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from the supervising campus personnel and the field supervisor was found in the record for each candidate. [19 TAC §228.35(e)(2)(B)(vii) and §228.35(e)(8)(D)]

Compliance Issues (per Compliance Plan)

1. The cooperating teachers, mentors, and site supervisors must hold the required credentials for the candidate being mentored. [19 TAC §228.2(12), §228.2 (23), and §228.2(30)]
2. Candidates seeking certification in a class other than classroom teacher must complete a standards-based practicum of at least 160 clock-hours. [19 TAC §228.35(e)(8)]

Recommendations

1. Update coursework to include more opportunities for teacher candidates to practice skills prior to entering the classroom for clinical teaching or internship.
2. Candidates should sign an agreement of observation information on the observation documents as verification of observations completed by field supervisors.
3. EPP must ensure that Educational Diagnostician candidates receive observations where possible and not just collegial conversations about activities.
4. Update requirements and policies for aides completing clinical teaching to ensure the placement meets all requirements including a minimum of 14 weeks of full-day or 28 weeks of half-day clinical teaching as required in 19 TAC §228.35(e)(2)(A) or 490 hours as required in 19 TAC §228.35(k).
5. Update requirements for FBE published in the handbook to ensure 15 hours of interactive FBE are not completed solely in an aide placement.
6. Update FBE reflection requirements and EPP guidance for FBE to maximize potential candidate learning from completing FBE.

Based on the evidence presented, the Region 10 Education Service Center EPP has not met minimum requirements for program delivery as identified in 19 TAC §228.35.

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

Findings



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Candidate preparation is divided into phases. Benchmark documents in candidates' records are evidence that candidates must complete one phase before moving to the next phase. [19 TAC §228.40(a)]

Coursework completed by candidates pursuing certification in Core Subjects EC-6 contains structured assessments; however, one rubric was used to evaluate performance on all assessments. The EPP was encouraged to update the rubric to be more specific for each assessment to ensure it accurately measures mastery in the skill(s) assessed. [19 TAC §228.40(a)]

Evidence of test preparation materials were found in candidates' records. Teacher candidates were required to pass a PACT prior to admission. All candidates were formally admitted prior to begin granted test approval. Updates to PACT will impact test preparation and approval so TEA staff and EPP staff discussed possible updates to EPP processes. [19 TAC §228.40(b) and §228.40(d)]

All records requested for review were available in either EPP files or individual candidate files which meets requirements in 19 TAC §228.40(f) for records retention.

Advisory committee minutes provide evidence that the EPP uses information from a variety of sources to evaluate program design and delivery and to create action plans for improvement. [19 TAC §228.40(e)]

Compliance Issues (per Compliance Plan)

1. Update rubrics used to evaluate teacher coursework to measure candidate progress toward mastery of standards. [19 TAC §228.40(a)]

Recommendations

1. Develop a plan to update EPP benchmarks and test readiness requirements to address changes in PACT that will be in effect on January 27, 2020.
2. Include feedback from candidates at remote teaching sites when evaluating the performance of programs offered at remote sites.

Based on the evidence presented, the Region 10 Education Service Center EPP has not met minimum requirements for program and candidate evaluation as identified in 19 TAC §228.40.



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COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

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

- Records for all candidates contained a signed statement of reading and abiding the Texas Educators' Code of Ethics.
- EPP records contained signed acknowledgments of understanding and abiding the Texas Educators' Code of Ethics for EPP staff, instructors, and field supervisors.

Recommendations

1. Strengthen candidate commitment to the Educators Code of Ethics by having candidates sign an agreement of understanding and adhering to the ECOE at an appropriate point after training.

Based on the evidence presented, the Region 10 Education Service Center EPP has met minimum requirements for professional conduct as identified in 19 TAC §228.50.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA, posted in the physical EPP site, and available in writing; however, the process posted on the webpage for non-teacher candidates does not link to the TEA complaints process.

Recommendations

1. Activate links to complaints process and forms on the Educational Diagnostician page on the website.

Based on the evidence presented, the Region 10 Education Service Center EPP has met minimum requirements for a complaints process as identified in 19 TAC §228.70.



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

Findings

Records in the Educator Certification Online System (ECOS) show that four (4) out of five candidates from each the Teacher, Educational Diagnostician, and School Counselor programs had achieved a standard certificate at the time of the review. Various documents such as transcripts, checklists and benchmark documents, SOQ documentation, and service records and teaching certificates, along with data reported in the Accountability System for Educator Preparation programs (ASEP), were evidence that candidates met requirements for certification.

Based on the evidence presented, the Region 10 Education Service Center EPP has met minimum requirements for certification procedures as identified in 19 TAC §228 and §230.

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

Findings

Each year, as identified in the Figure: 19 TAC §229.3(f)(1) and §229.4(a)(4)(A), the EPP reports to the TEA the enrollment status of all candidates and data for observations conducted by field supervisors during each Teacher candidate's internship or clinical teaching experience in that reporting year. Additionally, the EPP reports admission data for all candidates admitted during the reporting year. For candidates admitted through the 2018-2019 reporting year, admission data was reported a) in the Test Approval screen in ECOS for Entities; and b) on the GPA spreadsheet. The GPA spreadsheet was used to capture data that was required to be reported by EPPs but could not be reported through ECOS for Entities or ASEP. Candidate and EPP records were reviewed to verify data reported by the EPP to TEA was accurate.

- EPP staff have implemented a quality control process for ensuring the accuracy of data reported.
- For the candidates whose records were reviewed, admission and enrollment data and observation data were reported accurately.

Based on the evidence presented, the Region 10 Education Service Center EPP has met minimum requirements for the integrity of data reported is identified in 19 TAC Chapter 229.



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Additional Items Discussed with EPP Staff

1. Intern and Probationary certificate deactivation timelines and requirements changes are proposed. If approved by the SBEC, changes will include new timelines for requesting deactivations and new requirements for information that must be provided to stakeholders in advance of internship start dates. FS will need to verify candidate placement information at the beginning of the internship assignment.
2. EPP staff should continue to stay informed of changes in educator preparation requirements and make updates to educator preparation processes and/or curriculum as necessary to meet minimum requirements in TAC and TEC.

PROGRAM RECOMMENDATIONS FOR ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Implement quality control procedures to ensure ASEP reports are submitted accurately and timely during state reporting each year.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, practicum, internship, 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 TAC.
- Continue to participate in webinars provided by the Division of Educator Standards, Testing, and Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the TAC.
- Continue to maintain communication with the TEA program specialist assigned to the program.
- Ensure that TEA has the most current contact information by sending updates to the assigned program specialist.