



## 2019–2020 Continuing Approval Review Report West Texas A&M University

### Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Lorrie Ayers, of the West Texas A&M University (191501) educator preparation program (EPP) on November 18, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. West Texas A&M University (WTAMU) was originally approved as an EPP on December 18, 1972.

Dr. Eddie Henderson is the program Legal Authority and Dr. Elizabeth Garcia is the primary EPP contact for the 2019-2020 review. WTAMU is approved for the following certificate classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Certification is offered in Undergraduate (U), Post-Baccalaureate (PB), and Alternative (ALT) routes. The EPP reported 307 finishers for the 2017-2018 reporting year and 269 finishers for 2018-2019. The EPP was rated Accredited at the time of the review.

Candidate records were reviewed for 35 candidates, five (5) from each of the approved certificate classes. Ten records were requested from the Teacher class: five (5) from the Undergraduate route and five (5) from the Alternative Certification route. The results were discussed with EPP staff on Tuesday, May 19, 2020. Attending from the EPP were: Dr. Eddie Henderson, Dr. Elizabeth Garcia, and Dr. Janet Hindman.

The EPP appears to be structured so that most of the teacher certification areas and the non-teacher programs are offered through a variety of colleges within the university and not through the College of Education. For example, most of the secondary and all-level teaching certificates, except Social Studies 7-12, appear to be offered through the respective content colleges. The Core Subjects EC-6, Special Education EC-12, and the 4-8 certificates preparation, however, appear to be offered through the College of Education.

EPP staff reported they received a Grow Your Own Grant in 2018 and are in partnership with six school districts within the Region 16 area to supply and meet workforce demands for high quality teachers in rural school districts. The EPP has an MOU with each of the six districts for the placement of clinical teachers. Additionally, the EPP, with assistance from their advisory committee and local partners, developed “The August Experience” to provide candidates with unique “first days of school experiences”.

### Results

1. The EPP met requirements for program governance including a) required notifications provided to TEA of program changes; b) support provided by the governing body; and c) advisory committee activity as required in 19 TAC §228.10 and §228.20.
2. The website and application materials were reviewed to verify the EPP had posted the required information for applicants and candidates.



- Information about admission and program completion requirements was posted on the website for the undergraduate teacher program, the PACE program and non-teacher programs. [19 TAC §227.1(c)(1) & (2)]
  - Information about the performance of the EPP over time reflects the most recent year accreditation status and program commendations but does not reflect performance over five years as required. [19 TAC §227.1(c)(3)(B)]
  - Workforce information was posted under the Teacher Certification tab and contained information about local district teacher hiring. The information provided about demand for non-teacher certificates was provided but was not easy to understand in the format provided. [19 TAC §227.1(c)(3)(A)]
  - The EPP web page and applications for individuals seeking certification as a teacher provide information that a candidate must complete a fingerprint background check prior to clinical teaching or employment as a teacher per 19 TAC §227.1(b). Information regarding an individual's potential ineligibility for certification based on criminal history and a candidate's right to request a Preliminary Criminal History Evaluation (PCHE) was posted clearly on the application for the Teacher (U) program but was not apparent on the website or application for other programs. [19 TAC §227.1(d)]
3. Candidate records were reviewed to verify candidates met all applicable admission requirements in 19 TAC Chapters 227, 239, 241, and 242 and those additional requirements of the EPP. Admission requirements were met by all programs within the EPP in these areas:
- All candidates except one (1) teacher candidate were admitted with a GPA of 2.5 or higher. Documentation that the candidate with low GPA met requirements for the 10% exception was found in candidate's record. [19 TAC §227.10(a)(3) and §227.10(a)(3)(B)]
  - English language proficiency was demonstrated by all candidates whose records were reviewed. The program was advised that the English language proficiency requirements published on the website, including acceptable TOEFL scores, were out of date and should be updated to reflect new requirements. [19 TAC §227.10(a)(7)]
  - Demonstration of basic skills-evidence was provided for all candidates whose records were reviewed. [19 TAC §227.10(a)(6)]
  - For non-teacher programs, 80% of candidates' records reviewed contained service records and teaching certificates that were collected at admission. [19 TAC §227.10(a)(5)]
  - The formal admission process has been implemented for all programs; however, the School Counselor and Reading Specialist candidates whose records were reviewed had admission dates prior to the implementation of the formal admission requirements so it could not be determined if these two programs had implemented a formal admission process. [19 TAC §227.17]



4. Based on records retained by the EPP, admission requirements were not met by all programs in these areas:
  - Applications as required in 19 TAC §227.10(a)(8) were retained in records for the ten Teacher candidates and four (4) of the five School Counselor candidates; however, applications were inconsistently retained in records of candidates' in the other non-teacher certification programs. Evidence of an application was missing from four (4) out of five Principal candidate records, three (3) out of five Educational Diagnostician records, and none of the Reading Specialist records contained an application. Records for Superintendent candidates contained a transcript review document, but it could not be verified if this was the application. Electronic applications on the website for each of the teacher and non-teacher programs are indicative that applications are required so the lack of an application in some records could be a records retention process issue.
  - None of the programs met the admission screening requirement in 19 TAC §227.10(a)(8). Teacher (U) and (ALT) programs required writing samples or phone interviews; however, there was no scoring rubric. The Principal and Superintendent programs used a checklist of admission requirements such as letters of recommendation and performance evaluations from previous years as an admission screen. Records for two (2) of the five Educational Diagnostician candidates contained evidence of a written interview that was not scored. Three (3) of the five School Counselor candidates had answered some questions in writing that were not scored. Records for the Reading Specialist candidates did not contain evidence of a screen. All programs within the EPP must update admission processes to include one or more screening devices to determine the "applicants' appropriateness for the certificate sought". [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]
  - For non-teacher programs, additional requirements that included resumes, letters of reference, professional recommendations, and or teacher performance evaluations were inconsistently retained in candidates' records. One or more documents were missing from records for two (2) of the five Principal candidates and all five of the School Counselor candidates. [19 TAC §227.10(b)]
5. All EPP programs were reviewed to verify curriculum items required in 19 TAC §228.30 are addressed in the coursework for all candidates. The EPP met the following requirements for all program areas:
  - The curriculum is based on the educator standards and addresses TEKS instruction; [19 TAC §228.30(a)]
  - Instruction in the Texas Educators' Code of Ethics; [19 TAC §228.30(c)(1)]
  - Instruction in detection and education of students with dyslexia; [19 TAC §228.30(c)(2)]
  - 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; [19 TAC §228.30(c)(4)]

- [19 TAC §228.30(c)(5)]
- The framework in this state for teacher and principal evaluation; [19 TAC §228.30(c)(6)]
- Appropriate relationships, boundaries, and communications between educators and students; [19 TAC §228.30(c)(7)] and
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. [19 TAC §228.30(c)(8)]

Instruction regarding mental health, substance abuse, and youth suicide was provided to candidates in all programs; however, the instruction was provided within courses in the degree plan and delivered by university faculty and not by a provider from the approved list of recommended best practice-based programs or research-based practices. Due to pending updates to TAC that will allow university-based programs to provide this training as part of a degree plan, the program was not asked to correct this area. [19 TAC §228.30(c)(3)]

6. The EPP met curriculum requirements specific for the teacher program areas:
  - TEKS Instruction; [19 TAC §228.30(d)(1)]
  - Reading instruction, including instruction that improves students' content-area literacy; [19 TAC §228.30(d)(2)]
  - Pre-Kindergarten Guidelines (where applicable); [19 TAC §228.30(d)(3)] and
  - The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149. [19 TAC §228.30(d)(4)]
7. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for candidate preparation. For non-teacher programs, many of the documents requested for review were not available yet information in handbooks and on webpages supported that these programs were meeting requirements in TAC. Due to the limited evidence for some areas of preparation, it could not be verified if some areas were out of compliance with TAC or if a program was not following the records retention requirements in 19 TAC §228.40(f).
  - A program policy for accepting prior coursework from military or non-military candidates could not be identified for any program except Superintendent. The Superintendent program allows a candidate to substitute up to 12 semester credit-hours previously completed in a Principal certification program. [19 TAC §228.35(a)(5)(A) & (B)]
  - Degree plans revealed that all teacher candidates receive 300 or more clock-hours of coursework while all non-teacher candidates except Superintendent candidates receive 200 clock-hours as required in 19 TAC §228.35(b) and (c). Principal, Educational Diagnostician, School Counselor, and Reading Specialist certificates appear to be offered concurrent with a master's degree. The Superintendent certificate may be offered alternatively or concurrently with a



doctoral degree. Superintendent candidates receive 200 clock-hours of certification coursework that includes 12 semester credit hours transferred from a prior principal program. The number of required semester credit-hours was not clear for a candidate that completes a Principal program from outside of WTAMU or if the candidate has not completed a Principal preparation program.

- Teacher candidates completed 30 or more field-based experiences (FBE) hours as required in 19 TAC §228.35(b)(1). EPP staff were advised that FBE must be completed by candidates and directed by the EPP so prior experience as an educational aide cannot be substituted for FBE requirements. Additionally, records for two (2) of the five teacher (ALT) candidates were missing evidence of reflections on FBE activities as required in 19 TAC §228.35(e)(1). Information posted on the website for the PACE program indicates candidates complete an online reflection form after completing FBE. It appears that only one (1) reflection form is required. EPP staff were encouraged to require multiple reflections of FBE.
- Teacher candidates completed pre-service hours as required in 19 TAC §228.35(b)(2). None of the non-teacher candidates whose records were reviewed had completed an internship, so pre-service requirements were not applicable to them.
- Teacher candidates participate in an innovative program that provides candidates with experiences at the first of the school year. In “The August Experience”, candidates complete FBE hours with a certified teacher on a K-12 campus before school starts and then continue with that teacher after school starts to experience the implementation of the first of year preparations. [19 TAC §228.35(e)(4)]
- Four (4) of the five Teacher (U) candidates had completed clinical teaching at the time of the review. Candidate placement data reflected the assignment for each met placement requirements; however, for three (3) of the four (4) candidates, there was limited evidence that the duration met the 70-day requirement specified in 19 TAC §228.35(e)(2)(A). One (1) candidate was given credit for nine days of professional development and holidays which means the clinical teaching experience was 61 days instead of the 70 days. Teacher (ALT) candidates completed a full-year internship while holding either a valid Intern or Probationary certificate that matched the assignment as required in 19 TAC §228.35(e)(2)(B) and §228.35(e)(2)(B)(iv). Non-teacher programs require candidates to complete a practicum. Published program information and completed practicum logs for most candidates whose records were reviewed, were evidence that the practicum is standards-based and is 160 clock-hours or more in duration. For one or more candidates in each non-teacher class, practicum logs were either missing from candidates’ records or there was not enough definition to the log, including hours, activities, and/or verifying signatures. [19 TAC §228.35(e)(8)]
- EPP records provided evidence that candidates completing clinical teaching, internship, or practicum are assigned a campus cooperating teacher, mentor, or site supervisor and a field supervisor. [19 TAC §228.35(f), §228.35(g), and §228.35(h)]



- Except for the Teacher (U) and Superintendent programs, EPP records were missing one or more pieces of evidence that cooperating teachers, mentors, site supervisors and field supervisors held the required credentials. [19 TAC §228.2(12), §228.2 (24), §228.2(31), and §228.2(16)]
- While there is evidence the EPP has developed training for cooperating teachers, mentors, and site supervisors, there is limited evidence that the training is implemented for all programs. Signed mentor agreements for Teacher (U), Principal, and Superintendent candidates were evidence that cooperating teachers and site supervisors were trained. There was no evidence of training captured in records for the Teacher (ALT), School Counselor, Educational Diagnostician, and Reading Specialist candidates. [19 TAC §228.2(12), §228.2(24), §228.2(31)]
- Training and/or certificates were evidence that field supervisors attended TEA-approved field supervisor training. Some attended training twice. The EPP was reminded that there is no requirement in TAC at this point for training to be renewed or repeated; however, a field supervisor that is supervising teacher and non-teacher candidates would be required to complete two different trainings. Additionally, there is limited evidence that field supervisors attend EPP training. The EPP was reminded that field supervisors would need updates on processes and requirements so that training should be provided. [19 TAC §228.35(g) and (h)]
- There was no evidence to verify that field supervisors made the required initial contact with candidates. [19 TAC §228.35(g) and (h)]
- While there was evidence in nine of the ten Teacher candidates' records that formal observations met the requirements for duration, frequency, and format, there was limited evidence that formal observations were conducted by field supervisors for the non-teacher candidates. Most of the observation documents submitted by the EPP for this review for non-teacher candidates were observations conducted by site supervisors and not by field supervisors. Observation documents were provided for the School Counselor candidates and for the Superintendent candidates. Dates and durations met requirements for observations conducted for three (3) of the five School Counselor candidates; however, observations conducted by field supervisors for Superintendent candidates did not reflect a duration. Superintendent candidates submit 25 separate logs for their practicum. The practicum activities in each case are focused and require some reflection. The observation appears to be the field supervisor completing a rubric evaluating the contents of the practicum log. [19 TAC §228.35(g)(1-8) and §228.35(h)(1-3)]
- For Teacher candidates, field supervisors captured instructional strategies observed and candidate proficiency on the observation instruments during clinical teaching and internship. Due to a lack of observation documentation for non-teacher candidates, there was not enough evidence to determine if field supervisors capture instructional strategies or candidate proficiency. For Superintendent candidates, the rubric used to evaluate the practicum activities was primarily focused on the contents and completeness of the log and not on mastery of standards. Additionally, a review of the completed documentation did



not reveal any field supervisor comments or feedback other than a numeric score. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(vii), §228.35(e)(8) §228.35(g), and §228.35(h)]

- There was limited evidence that, for each observation, field supervisors held the required conferences with each candidate, including providing the candidate written feedback of the observation. There was no evidence of a pre- or post-conference held with teacher candidates. Records for three (3) of the four (4) Principal candidates that completed a practicum held evidence of a pre-conference that was conducted via email. Records for three (3) of the five Superintendent candidates held evidence of a pre- and post-conference. [19 TAC §228.35(g) and (h)]
  - Signatures on observation documents for three (3) of the four (4) Teacher (U) candidates that completed clinical teaching and for all Teacher (ALT) candidates provided evidence that Teacher programs provide a copy of the written observation feedback to the required individuals. There is no evidence for non-teacher programs that field supervisors provide a copy of the written observation feedback to the required individuals. [19 TAC §228.35(g) and (h)]
  - Program information and requirements posted on the website and in handbooks reveal that candidates are provided ongoing support during clinical teaching, internship, and practicum; however, evidence that candidates receive informal observations and ongoing coaching is limited. Email communication was presented as evidence for one (1) Teacher (ALT) candidate, three (3) Educational Diagnostician candidates, and one (1) Reading Specialist candidate. [19 TAC §228.35(g) and (h)]
  - None of the programs had implemented the requirement that the campus supervisor and field supervisor must agree the candidate is ready to be standard certified following the clinical teaching, internship, or practicum experience. [19 TAC §228.35(e)(2)(A)(iii), §228(e)(2)(B)(vii), and §228(e)(8)(D)]
8. Per requirements in 19 TAC §228.40, candidates and EPP are assessed using benchmarks, remediation plans, practice tests, and program performance data. Each year the Department of Education prepares a report as part of the Learning Assessment Reporting System (LARS) that addresses the performance of programs within the EPP, including an assessment of goals that were met, program strengths and achievements, and areas of improvement with goals and action plans for the following year.

A lack of evidence of compliance in other areas such as observations could be evidence that the EPP is not consistently retaining documentation of candidate admissions and program completion as required in 19 TAC §228.40(f).

9. The EPP had retained evidence that staff had signed agreements of understanding and abiding the Educators' Code of Ethics (ECOE) as required in 19 TAC §228.50. There is limited evidence for candidates in the Educational Diagnostician, School Counselor, and Reading Specialist programs that the candidates sign an agreement of understanding and abiding the ECOE.



10. Transcripts, benchmarking documents, degree plans, and teaching certificates in candidates' records provided evidence to support that certification requirements as identified in 19 TAC Chapters 230, 239, 241, and 242 were met by all candidates who had achieved standard certification including:

- A conferred degree;
- Completion of EPP requirements;
- Passing scores on required exams;
- English language proficiency; and
- Valid teaching certificates, where applicable.

For the non-teacher candidates that achieved a standard certificate, service records needed to verify years of service were missing for two (2) of five Educational Diagnosticians and one (1) of three (3) School Counselors. There were no service records available for the three (3) Principals and two (2) Reading Specialists that were certified. [19 TAC §239.20(4), §239.84(5), §239.93(4), and §241.20(4)]

11. Per 19 TAC §229.3(e), "all required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year". The EPP is required to report admission activities, enrollment data, and observation data.

- WTAMU staff met deadlines for data submission.
- For all programs, admission data reported was inconsistent with documentation in candidates' records. For four (4) out of ten Teacher candidates and 20 out of 25 non-teacher candidates, admission dates were either not reported or were not the same as the dates in the documentation in candidates' records. For six out of ten Teacher candidates and 15 out of 25 non-teacher candidates, the admission GPA was either not reported or was not the same as the GPA in the documentation. It is possible the discrepancy in GPA numbers could be due to calculation errors.
- 19 TAC §227.17(e) requires that an "EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission". Some candidates were admitted prior to the implementation of the formal admission requirements. For applicable candidates, the date of admission was compared with the upload date in the audit trail in ECOS. Admission records were created within the required time frame for most candidates; however, admission was not uploaded within the seven days for five (5) of the ten Teacher candidates, one (1) Principal candidate, one (1) Educational Diagnostician candidate, and one (1) Superintendent candidate.
- Candidate enrollment status is reported as "Completer" or "Finisher" if the candidate finished all program requirements within a specified reporting year, or as "Other Enrolled" if the candidate is still in process of completing program requirements at the end of the reporting year. Candidate enrollment was reported accurately except for the following:
  - Based on admission dates, four (4) of the five Educational Diagnostician candidates were not reported as Other Enrolled for at least two (2) of the years of enrollment and based on the certification date, one (1) candidate should have been reported as a completer/finisher in 2018-2019 but remains on the Finisher Records List with a status of Other Enrolled for 2019-2020.





One (1) of the five School Counselor candidates was not identified as Other Enrolled for one (1) of the years in the program and two (2) candidates were not reported as completers/finishers in the correct reporting year. One (1) of the five Superintendent candidates was not reported as a completer/finisher in the correct reporting year and one (1) of the five Reading Specialist candidates was not reported as Other Enrolled for at least two (2) of the years of enrollment in the program.

- Teacher observation data reported in the Accountability System for Educator Preparation (ASEP) was verified as reported accurately when compared with documentation in candidates' records. Non-teacher programs have not been required to report observation prior to the 2019-2020 reporting year.

### **Next Steps**

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before September 30, 2020:

- Update website to reflect the performance of EPP over five years; [19 TAC §227.1(c)(3)(B)]
- Update website and/or application materials accessible to applicants and candidates for all programs to reflect the potential ineligibility of an individual for certification based on criminal history and the right to request a PCHE; [19 TAC §227.1(d)]
- All programs must consistently retain admission applications for all candidates and must implement one or more screening activities to determine the applicant's appropriateness for the certificate sought (note that Principal and Superintendent programs must have two (2) or more screens). A rubric and cut score must be used to evaluate the screen. [19 TAC §227.10(a)(8)]
- Principal and School Counselor programs should evaluate additional admission requirements and determine which requirements need to be met by applicants for admission. Then implement a process to retain evidence that each candidate met requirements. [19 TAC §227.10(b)]
- Implement the digital literacy requirement for all programs. [19 TAC §228.30(c)(8)]
- Candidate and or EPP documentation for clinical teaching, internships, and practicum must be updated to capture the duration of the assignment. [19 TAC §228.35(e)(2)(A), §228.35(e)(2)(B)(iv), §228.35(e)(8)].
- Implement a process to collect and retain documentation of qualifications of cooperating teachers, mentors, site supervisors, and field supervisors. [19 TAC §228.2(12), §228.2(24), §228.2(31), and §228.2(16)]
- Implement a process to retain evidence that cooperating teachers, mentors, site supervisors, and field supervisors receive the required training. [19 TAC §228.2(12), §228.2(24), §228.2(31), §228.2(16), §228.35(g) and (h)]



- Establish a process to collect and retain evidence that field supervisors are completing all requirements for field supervision as specified in 19 TAC §228.35(g) and (h) for all programs.
- Implement the requirement that the campus supervisor and field supervisor must agree the candidate is ready to be standard certified following the clinical teaching, internship, or practicum experience. Retain documentation in candidates' records. [19 TAC §228.35(e)(2)(A)(iii), §228(e)(2)(B)(vii), and §228(e)(8)(D)]
- Implement a records retention process for all programs within the EPP that meets requirements in 19 TAC §228.40(f).
- Establish a process for the Educational Diagnostician, School Counselor, and Reading Specialist programs to capture agreement from candidates that they understand and agree to adhere to the ECOE. Retain documentation in the candidate's record. [19 TAC §228.50]
- Require all non-teacher programs except Superintendent to request service records and teaching certificates at admission for each applicant. If the admitted candidate does not have enough service for certification, per 19 TAC §227.10(a)(5) the EPP must provide the candidate with a written deficiency letter and then request an additional service record prior to certification to verify service per 19 TAC §239.20, §239.84, §239.93, and §241.20.
- Establish quality control procedures to ensure admission data is entered accurately within the 7-day requirement. Effective September 1, 2019, creating an admission record will automatically create a Test Approval record with the formal admission date and will place the candidate on the Finisher Records List with a status of Other Enrolled. [19 TAC §227.17(e) and §229.3(e)]

### **Recommendations and Advisement**

- Update the degree plan and materials posted for the Agriculture, Food, and Natural Resources 6-12 certificate to reflect the new certificate name.
- Update English language proficiency requirements on relevant webpages and other materials, including required scores on TOEFL exams, to reflect current requirements in TAC.
- 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 (ALT/PB) to address changes in PACT.



- Review coursework hours required for Superintendent program completion to ensure all candidates are meeting the 200 clock-hour (14 semester credit-hours) requirement, including those that may not be able to transfer in prior credit from a Principal program.
- 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 will be 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 update curriculum and processes to meet the January 1, 2021 certificate issuance requirement.
- 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 Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.



**“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 30, 2020”.**

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**Signature of Legal Authority** **Date**

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**Printed Name of Legal Authority** **Date**