



## 2020 – 2021 Continuing Approval Review Report Region 14 Education Service Center

### PURPOSE

Texas Education Agency (TEA) Program Specialist, Angela Von Hatten, conducted a five-year Desk Continuing Approval Review of the educator preparation program (EPP) for the Region 14 Education Service Center (ESC) on March 1, 2021. Due to the winter storm, TEA provided an extension to the original review date of February 22, 2021. 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...". Shane Fields, Executive Director, was identified as the program's Legal Authority. Tina Wyatt, Associate Director and primary point of contact for the program, was identified as the primary EPP contact for the review process. Region 14 ESC was approved as an EPP on June 1, 1990. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 58 finishers for the 2018-2019 reporting year and 33 finishers for 2019-2020.

At the time of the review, Region 14 ESC was approved to certify candidates in the following classes: Teacher, Principal/Principal as Instructional Leader (PIL), and Superintendent. As of June 2019, Region 14 ESC no longer offers School Counselor certification. The EPP is approved to certify candidates through the alternative route.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement 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 were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Candice Escobar, Christye Gannaway, Billie McKeever, Greg Priddy, and Tina Wyatt.

### 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 February 5, 2021. Additional EPP documents, including records for 20 candidates, were submitted on March 1, 2021. 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. 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 Chapter 228**

#### **Findings**

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- Per the status report, 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)]
- Per the status report, the governing body has provided sufficient support and resources to the certification programs offered by Region 14 ESC. The legal authority's participation in all aspects of the review served as evidence of compliance. The program met the requirement. [19 TAC §228.20(c)]
- Region 14 ESC has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on each certification class website. The program met the requirement. [19 TAC §228.20(g)]
- Region 14 ESC submitted the Status Report for the EPP Review on February 5, 2021, as required. The program met the requirement. [19 TAC §228.10(b)(1)]
- Region 14 ESC has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching as of November 2015. The program met the requirement. [19 TAC §228.10(c)]
- As of June 2019, Region 14 ESC closed its school counseling program due to the updated degree requirement (36-hour master's counseling degree to a 48-hour master's counseling degree). A 48-hour master's counseling degree is now required for standard certification in the school counseling class. [19 TAC §228.15(a)]

#### **Next Steps to be Addressed**

- None

#### **Recommendations**

- [Subscribe](#) to EPP weekly newsletter

Based on the evidence presented, the Region 14 ESC was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.



## COMPONENT II: ADMISSION - 19 TAC Chapter 227

### Findings

- Region 14 ESC has informed applicants of the required information about the EPP. Admission requirements, EPP completion requirements, the effects of supply and demand, and the performance of the EPP over time for the past five years were found in Region 14 ESC's [Alternative Certification Program website](#), class websites, and the program's handbook. The program met the requirement. [19 TAC §227.1(c)(1-3)]
- Region 14 ESC has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program and in the program's handbook. The program met the requirement. [19 TAC §227.1(b); §227.1(d)]
- A total of 20 alternative certification candidate files were reviewed for admission requirements. They included five (5) teacher files, five (5) principal files, five (5) superintendent files, and five (5) school counselor files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All five (5) ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. Four (4) out of five (5) principal/PIL candidates held the minimum of a bachelor's degree at the time of admission. Four (4) out of five (5) superintendent candidates held a master's degree at the time of admission. Four (4) out of five (5) school counselor candidates held a master's degree at the time of admission. 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 2.98 – 3.75. The program requirement for teacher admission is 2.5. The non-teacher GPA range was 3.1 – 4. The program requirement for non-teacher admission is 3.0. 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. Five (5) out of five (5) files (100%) met the requirement. Four (4) out of five (5) teacher candidates met this requirement with the content hours found on candidate transcripts. One (1) candidate took a PACT exam for program admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- EPPs are required to verify if non-teacher candidates meet the minimum certification and degree requirements for standard certification prior to admission. If a candidate does not meet the requirements at the time of admission, EPPs are required to provide a deficiency letter notifying the candidate of outstanding standard certification requirements. Transcripts, service records, and ASEP reporting served as evidence of standard certificate requirements met. Five (5) principal files and five (5) school counselor files (100%) contained a service record, 12 out of 15 (80%) non-teacher files contained the appropriate bachelor's or master's degree as required, and 15 out of 15 files reviewed (100%) had a valid teaching certificate. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]



- Applicants must demonstrate basic skills prior to admission. The basic skills requirement can be met through a conferred degree. All teacher and non-teacher candidates met the requirement with an official transcript noting the degree conferred prior to admission. 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. The English language proficiency requirement can be met with a conferred degree. All teacher and non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. All five (5) teacher candidate records include an interview screener and rubric. TEA cannot verify when each teacher candidate interview took place due to missing interview dates for four (4) out of five (5) (80%) teacher candidates. Eight (8) out of 15 (53%) non-teacher candidate records include evidence of an interview screener and rubric that meets requirements. Two (2) superintendent candidates had interview dates after admission. Three (3) school counselor candidates had discrepancies with their interviews – one (1) candidate’s interview document did not include the interview date, one (1) candidate was interviewed after admission, and one (1) candidate’s teacher interview was used for non-teacher admission. The program did not meet the requirement for the teacher and non-teacher classes. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- 18 out of 20 (90%) files reviewed contained a completed application for the certificate category sought. Region 14 ESC did not require a new application for the school counseling class if candidates were previously enrolled in the EPP for the teacher class. While the program met the compliance requirement, the EPP must require candidates to complete a new application when applying for admission to a new certification class. [19 TAC §227.10(a)(8)]
- EPPs can require candidates to meet additional admission requirements set by the program. Teacher candidates are required to take the Nelson-Denny & Watson-Glaser exams. Five (5) teacher candidate records include the exams. The program met the requirement. [19 TAC §227.10(b)]
- Candidates can be admitted to an EPP either formally or contingently. Since all candidates held a bachelor’s degree at the time of admission, candidates were admitted formally. EPPs are required to provide notice of admission in writing, including the date of formal admission, to each applicant who meets EPP admission requirements. Four (4) out of five (5) (80%) teacher records include a formal admission letter that meets requirements. One (1) teacher candidate was admitted prior to the formal admission notification rule and is exempt from meeting the requirement. Four (4) out of five (5) principal candidate records include a formal admission letter that meets requirements. One (1) of the four (4) letters lists an admission date that is different than the admission date reported to TEA. Five (5) superintendent and four (4) school counselor candidate formal admission letters include notification of admission without the effective date of admission as required. One (1) school counselor candidate was admitted prior to this rule and is exempt from meeting the requirement. The EPP provided formal admission dates for the superintendent and school counseling candidates during the review



process. Five (5) out of 15 (33%) non-teacher candidate formal admission letters meet the notification requirement. 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 for each file reviewed. The teacher and non-teacher programs met the requirement regarding no coursework or training provided prior to admission. EPPs are required to report admission to TEA within seven days of the candidate's admission date. The EPP met the reporting requirement for all certification classes offered. The EPP did not meet the notification requirement for the superintendent and school counseling classes. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

### Next Steps to be Addressed

- **19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5 – Admission Screeners**  
**Action:** Principal and Superintendent Classes – Update the program's screening process to require a screener for each applicant prior to admission. Submit a copy of the admission screener for each class.  
Teacher Class – Update the program's documentation process to ensure EPP staff is collecting the date of the screen. Submit a copy of the admission screener that includes where the screener date will be collected.  
**School Counselor Class** – If Region 14 ESC decides to offer school counseling certification in the future, the EPP is required to submit evidence that shows the EPP updated the requirement for this class before they are able to offer the certification.
- **19 TAC §227.17; 19 TAC §227.17(d) – Formal Admission; Formal Admission Dates**  
**Action:** Teacher and Superintendent Classes – Update the program's formal admission process to ensure the program is identifying a concrete admission date. It could be a specific date (June 15<sup>th</sup>), semester/year (Fall 2021), or date that the candidate signs and accepts admission (with a date line next to the signature line). Submit a written statement detailing the updated process, including the EPP staff member in charge of verifying formal admission letters meet requirements.  
**School Counselor Class** – If Region 14 ESC decides to offer school counseling certification in the future, the EPP is required to submit evidence that shows the EPP updated the requirement for this class before they are able to offer the certification.

### Recommendations

- It is recommended to review the application requirement found in 19 TAC §227.10(8). Region 14 ESC must require applicants to complete a new application for the new certification sought. Applications from previous certification classes cannot be used towards admission in a new certification class.

Based on the evidence presented, Region 14 ESC is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

## COMPONENT III: CURRICULUM – 19 TAC §228.30

### Findings



- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance.
- Region 14 ESC 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)]
- Region 14 ESC uses assessments to measure candidate progress. Two examples of performance-based assessments were provided. [19 TAC §228.40(a)]
- Per the status report, Region 14 ESC's curriculum is research-based. [19 TAC §228.30(b)]
- Per the status report and course lists for each certification class, 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 except for the Digital Literacy requirement. The program did not meet the Digital Literacy requirement for the Superintendent class. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- Per the status report, for certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in various teacher candidate courses such as the Child Development Learning Theories course. [19 TAC §228.30(d)(3)]
- Per the status report, instructional planning and delivery are taught in various teacher candidate courses such as the Data-Driven Instruction course. [19 TAC §228.30(d)(4)]
- Per the status report, knowledge of students and student learning is taught in the Lesson Study Research course. [19 TAC §228.30(d)(4)(B)]
- Per the status report, the learning environment is taught in Backward Planning in Lesson Design. [19 TAC §228.30(d)(4)(D)]
- Data-driven practice is taught in Data-Driven Instruction. [19 TAC §228.30(d)(4)(E)]
- Professional practices and responsibilities are taught in various teacher courses. [19 TAC §228.30(d)(4)(F)]
- Principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in coursework taught in the AEL & T-TESS courses. [19 TAC §228.30(e)]

### **Next Steps to be Addressed**

- **19 TAC §228.30(c)(8) Digital Literacy**  
**Action:** Superintendent Class – Review the digital literacy curriculum TAC requirement. Revise the coursework related to the digital literacy requirement. Submit a revised course syllabus that identifies the digital literacy requirement that is aligned to the TAC requirement.

### **Recommendations**

- It is recommended to review the program's coursework to ensure a variety of performance-based assessments are provided to candidates in each certification class.

Based on the evidence presented, Region 14 ESC is not in compliance with 19 TAC §228.30-Curriculum.





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

### Findings

- Region 14 ESC provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Foundational course lists for each certificate class were submitted and met requirements. [19 TAC §228.35(a)(1-2)]
- Four (4) teacher candidates and 11 non-teacher candidates reached the point of standard certification. The Educator Certification Online System (ECOS) and certificate lookups were used to verify this information. TEA is required to verify that candidates completed all requirements to obtain standard certification. This was verified through individual course lists and course completion certificates. Four (4) out of five (5) teacher candidate records include course lists that verify that the required coursework was completed prior to standard certification. One (1) of the five (5) teacher candidates withdrew from the program after taking 3 courses. One (1) out of three (3) principal candidate records, three (3) out of four (4) standard certified superintendent candidate records, and three (3) out of the four (4) school counseling records include candidate course lists that verify that the required coursework was completed prior to standard certification. Seven (7) out of 11 (63%) non-teacher candidate records include course lists to verify the required coursework was completed prior to standard certification. The program did not meet the requirement for all non-teacher classes. [19 TAC §228.35(a)(3)]
- Region 14 ESC has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The policies are found on the teacher class website and in the program's handbook. [19 TAC §228.35(a)(5)(A-B)]
- Region 14 ESC has a partnership with Region 13 ESC for online coursework. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification are required to obtain at least 300 clock-hours of coursework, with 30 hours obtained through field-based experiences. Region 14 ESC has a partnership with Region 13 ESC for content methodology courses. Four (4) out of five (5) (80%) teacher candidate records include course lists with the required clock-hours of coursework. One (1) teacher candidate withdrew from the program while completing pre-service requirements. The program met the requirement. [19 TAC §228.35(b)]
- Candidates in the non-teacher certification class are required to complete at least 200 clock-hours of coursework and training. One (1) out of five (5) principal candidate records, four (4) out of five (5) standard certified superintendent candidate records, and four (4) out of the five (5) school counseling records include candidate course lists that verify coursework that meets requirements. Nine (9) out of 15 (60%) non-teacher candidate records include course lists to verify the required coursework completed. The program met the requirement for the superintendent and school counselor classes. [19 TAC §228.35(c)]
- Four (4) teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. FBE logs and written reflections were used as evidence of



requirements completed. The program met the requirement. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]

- Teacher candidates are required to complete pre-service requirements before completing the training requirement (internship or clinical teaching). Course lists, FBE logs, and written FBE reflections for four (4) out of five (5) candidates served as evidence of candidates completing required coursework in specified topics and FBEs prior to clinical teaching or internship. One (1) teacher candidate withdrew from the program while completing pre-service requirements. The program met the requirement. [19 TAC §228.35(b)(2)]
- Four (4) out of five (5) teacher candidates reached the point of an internship and have completed the requirement. The Statement of Eligibility document that details the internship assignment was used to obtain the placement information. Mentor agreements and information listed on each candidate's office notebook document were also used to obtain internship information. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. Candidates held probationary certificates while working in the internship assignment. The internship assignment matched the certificate category sought. The program met internship requirements. [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)]
- EPPs are required to receive training results in the form of a recommendation or non-recommendation from the assigned field supervisor and campus administrator regarding candidate success in the internship. Four (4) teacher candidate records include field supervisor recommendations. Three (3) out of four (4) teacher candidate records include campus administrator recommendations. One (1) of the four (4) teacher candidates completed the internship during COVID. The program met the requirement. [19 TAC §228.35(e)(2)(A)(iii)]
- All candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Course lists and course completion certificates from Region 13 ESC served as evidence of compliance for all teacher files reviewed. Region 14 ESC teacher candidates complete content-specific coursework through Region 13 ESC. The program met the requirement. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Three (3) out of four (4) teacher candidates started the internships at the beginning of the academic year. One (1) teacher candidate started the internship at the start of the Spring semester. The program met the requirement. [19 TAC §228.35(4)]
- Internship assignments must occur in actual school settings. All internship assignments were in public schools per observation documentation provided. The program met the requirement. [19 TAC §228.35(e)(6)]
- Non-teacher candidates can meet the training requirement through an internship or a practicum. The internship duration must be a full-year and the practicum duration must be, at minimum, 160 clock-hours. Ten (10) non-teacher candidates participated in a practicum. Nine (9) out of ten (10) candidates completed a practicum that met requirements. One (1) candidate is currently in a practicum. Four (4) candidates





completed a full-year internship. The practicum and internship assignments met requirements. Non-teacher candidates who worked in an internship held the required certification for the assignment. Candidate proficiency in the educator standards is required for each certificate is determined during training. The field supervisor used a standards-based observation instrument to identify proficiency in the placement. 13 non-teacher candidate records include observation instruments used to verify proficiency. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)]

- EPPs are required to receive training results in the form of a recommendation or non-recommendation from each candidate's assigned field supervisor and assigned site supervisor. Nine (9) out of 13 (69%) non-teacher candidate records include recommendation evidence that meets requirements. The program did not meet the requirement as prescribed for the principal and superintendent classes. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in an internship or a practicum were assigned to a mentor or site supervisor as applicable. Four (4) teacher candidates and 15 non-teacher candidate records were reviewed and provided assignment evidence that meets requirements. The program met the requirement. [19 TAC §228.35(f)]
- All site supervisors and mentor teachers held the required credentials. The program met the requirement for the teacher and non-teacher classes. [19 TAC §228.2(24); 19 TAC §228.2(31)]
- Mentors and site supervisors are required to be trained within three weeks of assignment to the candidate. Training completion certificates were provided for four (4) teacher files reviewed and all of the non-teacher files reviewed. The program met the requirement as prescribed. [19 TAC §228.2(24); 19 TAC §228.2(31)]
- EPPs are required to assign field supervisors to candidates during internships and practicums. Four (4) teacher candidates and 14 out of 15 (93%) non-teacher candidates records verify field supervisors were assigned as required. The program met the requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- All field supervisors held the required credentials appropriate for the candidate supervised. Certificate look-ups were used as evidence of the required credentials held. Field supervisors are a part of the Region 14 ESC EPP staff. For most non-teacher classes, the same field supervisor was assigned to all candidates. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All teacher field supervisors (100%) were trained and 14/15 (93%) non-teacher field supervisors were trained within three weeks of assignment to the assigned candidate. Training certificates were used as evidence. The program met requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to make first contact within the first three weeks of assignment for teacher candidates or a first contact within the first quarter of the assignment for non-teacher candidates. Four (4) teacher records and 12 out of 14 (85%) non-teacher candidate records include initial contact evidence that meets requirements. The field supervisor provided written feedback as required. Observations documents were used as evidence of the EPP meeting this requirement for all classes. Ongoing coaching was provided by field supervisors via emails throughout a candidate's training experience. The program met the requirement as prescribed. The field supervisor



collaborated with the required individuals. This was verified through observation documents. The program met the requirement as prescribed for all classes. [19 TAC §228.35(g) & (h)]

- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Observation documents and observation reporting information found in the Accountability System for Educator Preparation (ASEP) were used as evidence for this requirement. The program was 100% compliant for the teacher class and 80% compliant for the non-teacher class. The program met the observation requirement for all classes. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

### Next Steps to be Addressed

- **19 TAC §228.35(a)(3) Coursework & Training: Coursework Completion; 19 TAC §228.35(c) Coursework Hours: Required Hours-Non- Teacher**  
**Action:** Principal and Superintendent Classes – Update the required coursework for the non-teacher classes identified to ensure candidates are completing standards-based coursework that meets requirements. Training and professional developments do not count towards the coursework requirement.  
**School Counselor Class** – If Region 14 ESC decides to offer school counseling certification in the future, the EPP is required to submit evidence that shows the EPP updated the requirement for this class before they are able to offer the certification.
- **19 TAC §228.35(e)(8)(D) Skills Implementation: Successful Practicum/Clinical Experience**  
**Action:** Principal and Superintendent Classes – Update the program’s practicum recommendation procedures to ensure the required recommendations (or non-recommendations) are obtained from the required persons and retained in the candidate’s file.

### Recommendations

- None

Based on the evidence presented, Region 14 ESC 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

- Region 14 ESC has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. The program met the requirement. [19 TAC §228.40(a)]
- Region 14 ESC has structured assessments to measure candidate progress. The EPP submitted early childhood and STR performance assessments along with various course assignments. The program met the requirement. [19 TAC §228.40(a)]
- Region 14 ESC has processes in place to ensure that candidates are prepared to be successful in their certification exams. The EPP uses Certify Teacher to gather data for



test approval. EPPs are required to provide test approval once a candidate demonstrates test readiness and is formally admitted. All five (5) teacher candidates and 11 out of 15 (73%) non-teacher candidates were given test approval on or after the date of admission. The program met the requirement for the teacher, principal, and superintendent classes. [19 TAC §228.40(b); 19 TAC §228.40(d)]

- Per the status report, Region 14 ESC uses a variety of information to evaluate the program and its design and delivery. The program met the requirement. [19 TAC §228.40(e)]
- EPPs are required to retain candidate records for a period of five years from admission to completion or withdrawal from the program for any reason. The program met the requirement. [19 TAC §228.40(f)]

**Next Steps to be Addressed** – EPP action is not needed due to the closing of the school counseling program.

- **19 TAC §228.40(d) Test Approval**

**Action: School Counselor Class** – If Region 14 ESC decides to offer school counseling certification in the future, the EPP is required to submit evidence that shows the EPP updated the test approval requirement for this class before they are able to offer the certification.

### **Recommendations**

- It is recommended to review the program's records retention policy for all certification classes to ensure all documents are retained.

Based on the evidence presented, Region 14 ESC 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).

- Region 14 ESC candidates adhere to the Texas Educator's Code of Ethics. Evidence, in the form of signed acknowledgments, were found in 19 out of 20 (95%) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed acknowledgments adhering to the Texas Educator's Code of Ethics served as evidence of compliance.

### **Next Steps to be Addressed**

- None



### **Recommendations**

- None

Based on the evidence presented, Region 14 ESC 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 and TEA's complaint policies are linked on each certification class website. The program has the complaint policy posted on-site and provides the complaint policy in writing upon request. Region 14 ESC meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

#### **Next Steps to be Addressed**

- None

### **Recommendations**

- None

Based on the evidence presented, Region 14 ESC is in compliance with 19 TAC §228.70 – Complaints Process.

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

#### **Findings**

- Teacher candidates met the degree requirement for certification. Transcripts were used as evidence of the degree obtained. The program met the requirement. [19 TAC §230.13(a)(1)]
- Four (4) teacher candidates who reached the point of standard certification met all coursework requirements prior to standard certification recommendations. 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)]
- Three (3) principal/PIL candidates, four (4) superintendent candidates, and four (4) school counseling candidates reached the point of standard certification. Candidates had official transcripts and met degree requirements prior to standard certification. The program met the requirement. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal candidates are required to hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. Service records, certificate lookups, and ECOS information



were used to verify this requirement. The program met the requirement. [19 TAC §241.20; 19 TAC §241.60]

- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. Four (4) superintendent candidates held valid principal certificates at the time of superintendent certification. The program met the requirement. [19 TAC §242.20]

#### **Next Steps to be Addressed**

- None

#### **Recommendations**

- None

Based on the evidence presented, Region 14 ESC is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

#### **Findings**

- Region 14 ESC submitted ASEP reports within the timeline required by TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- One (1) out of five (5) (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)]
- Six (6) out of 15 (40%) of non-teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in ASEP. [19 TAC §229.3(f)(1)]
- All five (5) teacher candidate GPAs correspond to the GPA reported in ASEP. The program is 100% compliant. [19 TAC §229.3(f)(1)(7)]
- Four (4) out of 15 non-teacher candidate GPAs do not correspond to the GPA reported in ASEP. The program is 26% compliant. [19 TAC §229.3(f)(1)(7)]
- Four (4) teacher candidate observation information matches what was reported to TEA. 11 out of 15 non-teacher candidates were either exempt from the reporting requirement or are currently enrolled in a practicum. Four (4) non-teacher candidate observation information does not match what was reported to TEA. Observation dates for three (3) school counseling candidates were reported in a 3-day sequence (ex: 12/1/2019, 12/2/2019, 12/3/2019). The program is 100% compliant for the teacher class and is 73% compliant for the non-teacher class. [19 TAC §229.3(f)(1)(1)]

**Next Steps to be Addressed** – EPP action is not needed due to the closing of the school counseling program.

- **19 TAC §229.3(f)(1) and [Graphic Report](#) – Observation Reporting for School Counselors**  
**Action: School Counselor Class** – If Region 14 ESC decides to offer school



counseling certification in the future, the EPP is required to submit evidence that shows the EPP updated the observation reporting requirement for this class before they are able to offer the certification.

### **Recommendations**

- None

Based on the evidence presented, Region 14 ESC is in compliance with 19 TAC Chapter 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 transition from 291 Core EC-6 with STR to 391 Core EC-6 is beginning. December 2021 is the last date a candidate can test under the 291 certificate and the last date to standard certify those candidates will be December 2022. You will want to begin reminding candidates just as you were doing for the 291 without STR to ensure that they meet all requirements and can be standard certified under that certificate. As you formally admit new EC-6 candidates, you will want to begin admitting as 391 candidates.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes 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 AII 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 TEA staff has the most current contact information by sending updates to the assigned program specialist.

## SUMMARY

Next Steps were created collaboratively with Region 14 ESC staff.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 14, 2021.”**

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**Signature of Legal Authority**

**Date**

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**Printed Name of Legal Authority**

**Date**