

# 2022–2023 Continuing Approval Review Report

## South Texas Transitions to Teaching ACP

### INTRODUCTION

Texas Education Agency (TEA) Education Specialists, Vanessa Alba and Keena Sandlin, conducted a five-year Continuing Approval Review of the South Texas Transitions to Teaching ACP (STTT) educator preparation program (EPP) on May 9-12, 2023. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Gilbert Gomez, Owner, was identified as the program Legal Authority and Diana Lopez, Certification Officer, was identified as the primary EPP contact for the review process. The STTT EPP was approved as an EPP on July 29, 2005. At the time of the review, the EPP was rated Accredited-Probation (Year 2). The risk level was Stage 1 (high). The EPP reported 53 finishers for the 2020-2021 reporting year and 51 finishers for 2021-2022.

TEA staff had a data conversation with the STTT staff during the review. The purpose of that conversation was to ensure that the EPP understood where they were in terms of data and how it affects the overall EPP. The accreditation statuses that brought the EPP to Accredited Probation (Year 2) were discussed. As a result, TEA discussed the possibility of closure due to the current accreditation status with the STTT staff. TEA staff also discussed the closure process with the EPP. The program staff stated that they did not want to pursue closure as an option.

At the time of the review, the STTT EPP was approved to prepare and recommend Teacher candidates for certification in the alternative certification (ALT) route.

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

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification class and certification route offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on April 11, 2023. Additional EPP documents, including records for 11 candidates, were submitted to TEA for the virtual on-site review. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

"Findings" reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by "Evidence" collected during the review process. Where a "Corrective Action" is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into

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compliance, and submit the required evidence of corrective action to TEA by the identified due date.

**Corrective actions that are planned but have not been implemented must include an implementation date.**

“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP and no follow up is required.

### GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within the EPP were reviewed. Following are the findings:

#### FINDINGS

1. The EPP has not established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]  
Evidence: No evidence of a working advisory committee was provided. The EPP provided typed minutes dated September 1, 2021 and September 1, 2023, but there was no evidence that any members were present and there was no evidence of an advisory committee roster of members to demonstrate that the EPP has an advisory committee.
2. The advisory committee has not been consistently informed of their roles and responsibilities. [19 TAC §228.20(b)]  
Evidence: Discussion questions were provided in advisory committee PowerPoint presentations but there was no evidence of actual discussion of those items. The same PowerPoint presentation was provided for September 1, 2021 and September 1, 2022. The presentation had incorrect TAC citations listed for field supervisor and mentor training.
3. The EPP has not established evaluative tools and processes for continuous improvement of the programs within the EPP and has not engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]  
Evidence: No evidence of program evaluation was found in the advisory committee meeting minutes dated September 1, 2021 and September 1, 2022 and no evidence of evaluative tools was provided.
4. The governing body of the EPP has not provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]  
Evidence: At the time of the review during conversations with the EPP Certification Officer, it was noted that the EPP does not have sufficient classroom space to deliver instruction. The EPP only has an office and a break room. It was also determined that the EPP does not have qualified instructors to deliver content area instruction as required in 19 TAC §228.10(d)(1). Documentation was not submitted for instructors reflecting teaching or any other experience in an EC-12 public, private, or charter school setting. Documentation was not submitted illustrating current certification for three out of four instructors on staff. As stated per program director and staff member, one instructor is employed in management at a local bank. The EPP also does not have adequate technology to support EPP operations. The method of delivering coursework was the “BlueJeans by Verizon” free online platform.

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5. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to internship experience for each program in the EPP. [19 TAC §228.20(g)]
6. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
7. The EPP has complied with superseding state or federal law. [19 TAC §228.10(f)]
8. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]

Evidence: There was no evidence of an advisory committee membership, meetings, or advisory committee training. The EPP only provided partial evidence of field supervisor qualifications and required evidence was not provided for all field supervisors. Evidence of field supervisor collaboration with the candidate, mentor, and supervising campus administrator throughout the internship was not retained. There was no evidence that the written feedback provided to the campus mentor teacher during the supervised clinical experience was retained. There was no evidence retained of informal observations & ongoing coaching during the supervised clinical experience.

### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must correct the deficiencies identified by September 15, 2023:

1. 19 TAC §228.20(b) Governance: Advisory Committee Membership  
For each advisory committee meeting, require records of advisory committee membership reflecting at least three of the groups listed in this subsection and advisory committee meeting attendance records. Retain evidence per records retention requirements.
2. 19 TAC §228.20(b) Governance: Advisory Committee Training  
Require the advisory committee to be trained. Retain evidence per records retention requirements.
3. 19 TAC §228.20(c) Governance: Support of Governing Body  
Require the following: Facilities adequate to support EPP operations; All instructors in every content field offered to be qualified and certified in the content area for which they are providing instruction; and implement Technology adequate to support EPP operations (i.e., updated software applications, streaming, audio-visual capabilities) for all staff and instructors who are conducting EPP business.
4. 19 TAC §228.10(d)(1) Governance: Qualified Instructors  
Require that the EPP instructors have knowledge and expertise to support individuals in every certificate category the EPP is approved to offer.

### REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

### FINDINGS

1. The EPP has published information about the required criminal history background checks for employment as an educator in Texas. [19 TAC §227.1(b)]

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2. The EPP has published information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has published Information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

## FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and/or §227.15. Following are the findings:

### FINDINGS

1. Applicants who met all admission requirements were admitted. [19 TAC §227.17(a)]
2. The formal written offer of admission was consistently found in candidates records. [19 TAC §227.17(b) & (c)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17(c)]
4. The formal date of admission was consistently included in the written offer of admission. [19 TAC §227.17(d)]
5. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e)]
6. Candidates were not provided coursework, training, or test approval prior to formal admission. [19 TAC §227.17(f) & §228.40(d)]

### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

## ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

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### FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses one appropriate screening device to evaluate the applicant’s appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. The EPP requires an essay and resume of each applicant. [19 TAC §227.10(a)(9) and/or §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

### STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

### FINDINGS

1. Candidates were required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b)]
2. Required standards were not identified in coursework. [19 TAC §228.30(a)]  
Evidence: It was found that the Core Subjects w/STR EC-6 certificate was based on Common Core standards per the textbook identified as used by the EPP and not the educator standards. There were no syllabi found in the course portals.
3. The required curriculum did not rely on scientifically based research to ensure educator effectiveness. [19 TAC §228.30(b)]  
Evidence: The EPP identified and confirmed instructors were given a curriculum created by the EPP director and as evidenced in coursework materials and outlines, lacks a foundation based on scientific research and best practices. Evidence of a minimal number of cited sources and outdated materials were used as predominant resources for instruction. At the time of review, there was insufficient evidence to show that coursework met the diverse needs of the learners.
4. Evidence of performance assessments were not aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]  
Evidence: The EPP provided assessments and their scoring rubrics for each module in courses. The assessments provided failed to exhibit alignment with the standards taught throughout the course being assessed. Additionally, the accompanying rubrics failed to demonstrate mastery of the content

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in the assessment. The categories for scores in the rubric did not score based on content mastery but, instead, the ability to complete tasks.

### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by September 15, 2023.

1. 19 TAC §228.35(a)(1) Coursework & Training: Adequate Preparation  
For all certificates the EPP intends to retain, adequately prepare candidates to ensure that the educator is effective in the classroom. This will require the EPP to update curriculum offerings to ensure required coursework is systematically and sequentially taught in all certificates the EPP intends to offer.
2. 19 TAC §228.30(a) Standards-based Curriculum  
For the certificates the EPP intends to retain, require curriculum coursework in all certificate areas to be based on the TEKS. Remove Common Core instructional materials and revise curriculum so that it is focused on TEKS where applicable and the standards required for each certificate.
3. 19 §228.30(a) Research-based Curriculum  
For all certificates the EPP intends to retain, require curriculum that is currently relevant, and scientifically-research based and has been proven effective in public and private education.
4. 19 TAC §228.35(a)(2) & §228.40(a): Coursework & Training Quality of Coursework and Candidate Assessment  
For all certificates the EPP intends to retain, adequately prepare candidates to ensure that the educator is effective in the classroom. This will require the EPP to update curriculum offerings to ensure required coursework is systematically and sequentially taught in all certificates the EPP intends to offer. Develop and implement: Standards-based performance-based assessments; and Rubrics aligned to standards addressed in the performance-based assessment.

### REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and/or Texas Education Code. Following are the findings:

### FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates and was provided by the approved provider. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was provided to all candidates and was provided by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]

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5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]

Evidence: Course seven in the STTT portal includes links to the Teacher (T-TESS) and Principal (T-P ESS) evaluations. Two activity questions for check for understanding are provided, but which do not address specifics about TTESS or TPESS. The questions are to describe the importance for a teacher and principal evaluation. This does not meet TAC meet the requirements for providing instruction in the framework for each.
7. Training in appropriate relationships, boundaries, and communications with students was provided to all candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was not consistently provided to candidates. [19 TAC §228.30(c)(8)]

Evidence: The EPP provided evidence that they currently do not use ISTE standards as a basis for digital literacy instruction, instead they use resources that consist of articles from various sources. Furthermore, additional coursework was not prescriptive and based on the candidate’s level of digital literacy knowledge. As evidenced in coursework scope and sequence, the digital literacy module is in the last course for the program.
9. The Digital Literacy evaluation and the related prescribed curriculum was not provided to candidates. [19 TAC §228.30(c)(8)]

Evidence: The EPP identified that they do not use the International Society for Technology Education (ISTE) standards for assessment or instruction when TEA requested the digital literacy evaluation and resources to address deficiencies.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]
11. Training in the English language proficiency standards (ELPS) was provided to candidates. [19 TAC §228.30(d)]

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### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by September 15, 2023.

1. 19 TAC §228.30(c)(6) Teacher & Principal Evaluation Framework  
For all certificates the EPP intends to retain, require training in the Teacher and Principal (T-TESS and T-P ESS) evaluation frameworks.
2. 19 TAC §228.30(c)(8) Digital Literacy  
For all certificates the EPP intends to retain, require digital literacy instruction in digital literacy and virtual learning aligned to the latest version of the ISTE standards. Require a digital literacy evaluation followed by a prescribed digital learning curriculum that is effective, evidence-based from a candidate’s degree of digital literacy understanding. Require all resources used to address any deficiencies identified by the digital literacy assessment.

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### PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

#### FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
2. FBE assignments and activities consistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
3. There was insufficient evidence that candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] Evidence: TEA could not determine that required coursework was taught prior to internship from benchmark documents provided for the seven candidate that were standard certified or the four that were in process because the benchmark did not clearly identify the required coursework. It only identified the date that pre-service coursework was completed.
4. The structure of pre-service coursework and training did not allow the EPP to capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)] Evidence: TEA could not determine that the required coursework was standards-based or that assessments were used to determine candidate proficiency.

#### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by September 15, 2023.

1. 19 TAC §228.35(b)(2) Pre-Service Requirements: Coursework  
For all certificates that the EPP intends to retain, require candidates to complete coursework that allows candidates to demonstrate proficiency in the required topics and that is rigorous, intensive, interactive, candidate-focused, and performance-based. Require units within each course where the topics are taught to be cohesive. Require knowledge & skills to build from one course to the next.

### SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)-(g).

#### FINDINGS

1. There is sufficient evidence that candidates complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(B)]



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2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(B)]
3. There is sufficient evidence that candidates engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(B)(ix)]
4. Candidates were consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were consistently verified by the EPP. [19 TAC §228.2(26)]
6. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(26)]
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
8. There was insufficient evidence that field supervisors supporting candidates in the supervised clinical experience met qualification requirements. [19 TAC §228.2(18)]  
Evidence: The EPP provided a certificate for one field supervisor and no other evidence of qualifications. There was another field supervisor assigned to a candidate and no evidence of qualifications was provided for that field supervisor.
9. Training was not consistently provided as required to field supervisors supporting candidates in the supervised clinical experience. [19 TAC §228.35(g)]  
Evidence: The EPP provided evidence of statewide field supervisor training for one field supervisor. That field supervisor conducts the local training. No evidence of training was provided for the other field supervisor.
10. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g)]
11. Candidates received the required number and duration of formal observations during the supervised clinical experience. [19 TAC §228.35(g)]
12. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
13. Field supervisors consistently captured educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g) & §228.35(e)(2)(B)(ix)]
14. There is insufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]  
Evidence: No evidence was provided for any of the eight candidates that were in an internship assignment.

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### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e-g) by September 15, 2023.

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1. 19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications  
Require each field supervisor assigned to a candidate completing an internship to meet the requirements: at least three years of experience, current certification in the class in which supervision is provided, and accomplishment as an educator as shown by student learning. Retain evidence per records retention requirements.
2. 19 TAC §228.35(g) Field Supervision: Field Supervisor Training  
Require each field supervisor to be trained by the EPP and through the statewide observation training required of field supervisors assigned to Teacher candidates. Retain evidence of training per records retention requirements.
3. 19 TAC §228.35(g) Field Supervision: Informal Observations & Ongoing Coaching  
Require the field supervisor to collaborate with the candidate, mentor, and supervising campus administrator throughout the candidate’s internship. Retain evidence per records retention requirements.

### EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate’s supervised clinical experience as required in 19 TAC §228.35(g). Following are the findings:

#### FINDINGS

1. There is insufficient evidence that the field supervisor collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]  
Evidence: No evidence was provided for the eight candidates that were in an internship assignment.
2. There is sufficient evidence the field supervisor consistently makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g)]
3. There is insufficient evidence that the field supervisor consistently provides feedback from the observation to the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]  
Evidence: For five out of eight candidates in an internship assignment, written feedback was only provided to the candidate and field supervisor for each formal observation. There was no written feedback provided to the other three candidates in an internship, one of which was on a probationary extension and received no field supervision at all.

#### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and requirements in the supervised clinical experiences to ensure the EPP staff collaborate with the campus personnel and candidate as needed to support candidate success in the supervised clinical experience as required in 19 TAC §228.35(g) by September 15, 2023.

1. 19 TAC §228.35(g) Field Supervision: Field Supervisor Collaboration  
Require the field supervisor to collaborate with the candidate, mentor, and supervising campus administrator throughout the internship and any internship extensions. Retain evidence per records retention requirements.

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2. 19 TAC §228.35(g) Field Supervision: Observation-Written Feedback  
Require each mentor to receive a copy of the written feedback of each observation provided by the field supervisor. Add this as a part of the requirements to mentor teacher & field supervisor trainings.

### CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts and completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

#### FINDINGS

1. Candidates who were recommended for certification met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13]

#### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

### INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP was compared with the data retained in candidates records. Following are the findings:

#### FINDINGS

1. Candidates were identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were not consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]  
Evidence: For one out of eight candidates that completed an internship, observation dates in the candidate records corresponded to the observation dates reported. For all eight candidates observation durations in the records did not correspond to observation durations reported.
4. There was supporting documentation for the observations reported. [19 TAC §229.3 & §229.4]

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### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by September 15, 2023.

1. 19 TAC §229.3 and §229.4: Data Reported: Accurately  
Accurately report all required data by September 15<sup>th</sup> each year. The EPP must make sure that the data entered into ECOS is an accurate representation of what is in candidate records.

### PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

### FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
  - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
  - reduces barriers in instruction;
  - provides appropriate accommodations, supports, and challenges; and
  - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
  - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
  - reduce barriers in instruction;
  - provide appropriate accommodations, supports, and challenges; and
  - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

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5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

### CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

### RECOMMENDATIONS

- Do not approve candidates for testing in areas for which the candidate will not be certified. Doing so may negatively impact pass rates and accountability ratings.
  - Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
  - Develop and implement more performance assessments in all programs.
  - Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
  - Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
  - To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
  - Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.);
  - Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
  - Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the education specialist assigned to the program.

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### SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 pm on September 15, 2023.

**I, the legal authority for the South Texas Transitions to Teaching ACP, have reviewed the contents of the Report and agree that all required corrections will be complete by September 15, 2023.**

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**Signature of Legal Authority**

**Date**

Gilbert Gomez

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**Printed Name of Legal Authority**

**Date**