



## 2021–2022 Continuing Approval Review Report McMurry University

### **Purpose**

Texas Education Agency (TEA) Education Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at McMurry University on May 23-June 15, 2022. 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...". Dr. Gae Lynn McInroe, Associate Professor of Curriculum and Instruction, was identified as the program's Legal Authority and the primary EPP contact for the review process. McMurry University was approved as an EPP on September 12, 1970. At the time of the review, the EPP was last rated as Accredited in 2018-2019. The EPP has been rated Not Rated-Declared State of Disaster for 2019-2020 and 2020-2021 due to the COVID pandemic. The risk level was Stage 3 (low). The EPP reported 55 finishers for the 2019-2020 reporting year and 36 finishers for 2020-2021.

At the time of the review, McMurry University was approved to certify candidates in the Teacher class. The EPP is approved to offer undergraduate (UG), post-baccalaureate (PB), and alternative (ACP) routes to certification. It was noted McMurry University currently only has candidates in the U and ACP routes.

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. 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 Dr. Gae Lynn McInroe, Legal Authority, and Mr. Mike Thomesen, Certification Officer.

### **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 18, 2022. Additional EPP documents, including records for ten candidates, were submitted on March 7, 2022. 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 verified compliance with Governance requirements using self-reported information contained within the Status Report.
- The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An advisory committee must consist of members representing as many as possible of the groups identified as collaborators. The EPP provided records of advisory committee membership that consisted of 11 business/community members, one Education Service Center member, one Community College member, and two EPP staff. The EPP Director leads the advisory committee. The EPP met the requirement as prescribed. The EPP submitted meeting minutes, agendas, and sign-in sheets for a meeting in 2020-2021 dated Oct. 23, 2020, and for a meeting in 2021-2022 dated April 1, 2022. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- An advisory committee shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The EPP submitted meeting minutes, agendas, and sign-in sheets for a meeting in 2020-2021 dated Oct. 23, 2020, and for a meeting in 2021-2022 dated April 1, 2022. At each meeting, the membership discussed and provided input about the required topics. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee. The EPP provided a set of bylaws for advisory committee training. While bylaws are important, they do not advise the membership of their roles and responsibilities. The program did not meet the requirement as prescribed. [19 TAC §228.20(b)]
- The advisory committee shall meet a minimum of once during each academic year. The meeting minutes, agendas, and sign-in sheets for each meeting served as evidence that the members met as required. It was noted that in 2020-2021, the meeting was held via Zoom due to the pandemic and the 2021-2022 meeting was in person. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The governing body and chief operating officer shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification. The Legal Authority and Certification Officer’s participation in all aspects of the review served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.20(c)]



- An EPP that is rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit a notification of a proposed amendment to its program on a letter signed by the EPP's Legal Authority or representative. The program submitted a request to offer the program online to its PB candidates effective January 19, 2019, and is on file with TEA. The program met the requirement as prescribed. [19 TAC §228.20(e)]
- Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. McMurry University (MCM) has a published calendar of activities. Evidence in the form of a calendar was found on the website. The program met the requirement as prescribed. [19 TAC §228.20(g)]
- MCM submitted the Status Report for the EPP Review on February 18, 2022, as required. The program met the requirement as prescribed. [19 TAC §228.10(b)(1)]
- MCM has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 11, 2013. The application is on file with TEA. The program met the requirement as prescribed. [19 TAC §228.10(c)]
- All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. MCM provided the exit policy that is a part of the application process that candidates are required to sign/date. It details removal by EPP with an explanation that dismissal is determined by a committee with appeal following university policies for withdrawal from EPP. The program met the requirement as prescribed. [19 TAC §228.20(h)]

#### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.20(b)  
The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee.  
Action: Require that all Advisory Committee members be trained.  
Retain evidence, such as a sign-in sheet, of members present at the training.

#### **Recommendations**

- Consider using the TEA Advisory Committee PowerPoint provided to the EPP to train membership each year.

Based on the evidence presented, McMurry University was not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

#### **Component II: Admission - 19 TAC Chapter 227**

##### **Findings**

- EPPs shall inform all applicants that: (1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history



background check prior to clinical teaching. EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or an electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense: (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; (2) the current SBEC rules prescribed in 19 TAC §249.16 and (3) the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B. MCM has informed applicants and candidates about the required information regarding criminal history. The information was found on the website. Candidates sign a document in the Introduction to Education course which provides information about the background check and what it means. The requirement was also found in courses CURR 2110, CURR 4121, and CURR 4125. The program met the requirement as prescribed. [19 TAC §227.1(b), (d)]

- MCM has informed applicants of the required information about the EPP. Admission requirements were found on the website. EPP completion requirements were found on the website in the FAQ section. The effects of supply and demand on the educator workforce were found on the website. The performance of the EPP over time for the past five years was found on the EPP website link noting the link to the TEA Data Dashboard and EPP Review Reports. The program met the requirement as prescribed. [19 TAC §227.1(c)(1-3)]
- For an undergraduate university program, an applicant shall be enrolled in an accredited institution of higher education (IHE). For an alternative certification program or post-baccalaureate program, an applicant shall have, at a minimum, a bachelor's degree earned from and conferred by an accredited IHE. A total of ten Teacher files were reviewed to verify the EPP was compliant with admission requirements. They included five undergraduate (UG) and five alternative certification program (ACP) Teacher files. Transcripts in each file were evidence the programs met the requirement. [19 TAC §227.10(a)(1-2)]
- For an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission. Per the MCM website, the EPP requires a 2.75 GPA for admission. The GPA range in the five UG Teacher files was 3.4-3.97. The ACP Teacher GPA in the five files reviewed was 3.1-3.9. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least a minimum of 12 semester credit hours in the subject-specific content area for the certification sought or 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or a passing score on the appropriate content certification examination. The program completed a manual verification of transcripts as evidence that each applicant had met the requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. The UG Teacher program requires successful completion of ENG 1310 or Math 1311. The five UG Teacher candidate files contained evidence of the courses completed with a B or higher. Files for four of the five ACP Teacher candidates contained a transcript reflecting a conferred degree and the fifth candidate was



admitted with coursework completed as an undergraduate candidate. 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 five UG Teacher candidates were enrolled at MCM and met the requirement with coursework per EPP policy. Four out of five ACP Teacher candidates met the requirement with a degree from an accredited institution of higher education in the US and the fifth candidate reviewed was admitted as a UG candidate and met the requirement as an undergraduate with MCM coursework. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant must submit an application. Nine out of ten UG/ACP Teacher files contained a completed application. The tenth ACP candidate file contained an application, but it was dated/completed after the candidate was formally admitted. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. The five UG Teacher candidate files contained evidence of an interview scored on a rubric with levels of proficiency identified. Each applicant must score 19 out of 35 to be admitted and all UG Teacher candidates met or exceeded the screen requirement. In the ACP program, one candidate file contained evidence of an interview scored on a rubric with levels of proficiency identified because that candidate was actually admitted to the UG Teacher program. The other four files reviewed contained evidence of admission questions, but not a screen. The program met the requirement as prescribed in the UG Teacher program, but did not meet the requirement as prescribed in the (ACP) Teacher program. [19 TAC §227.10(a)(8)]
- An applicant must fulfill any other academic criteria for admission that are published and applied consistently to all EPP applicants. Undergraduate program applicants are required to complete ENGL 1310, 1320, COMM 1310, and MATH 1311 or higher prior to admission. Each of the five UG Teacher transcripts reflected the required coursework. The program met the requirement as prescribed. [19 TAC §227.10(a)(9)]
- An EPP may adopt requirements in addition to and not in conflict with those required in this section. MCM requires a FERPA and a signed Educator Code of Ethics (ECO) at admission, where candidates sign an acknowledgment of receipt, understanding, and abiding. Each of the five UG Teacher candidate files contained evidence of both. Four out of five ACP Teacher files contained evidence of the FERPA and all five contained evidence of the signed ECO. The program met the requirement as prescribed. [19 TAC §227.10(b)]
- For an applicant to be formally admitted to an EPP, the applicant must meet all the admission requirements specified in 19 TAC §227.10. Additionally, the EPP must notify the applicant of the offer of formal admission in writing and the applicant must accept the offer in writing. Each of the ten files contained a signed offer letter. The program met the requirement as prescribed. [19 TAC §227.17]
- The effective date of formal admission was not found in any of the letters reviewed. The program did not meet the requirement as prescribed. [19 TAC §227.17(d)]
- An EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission. The EPP notified TEA of two UG Teacher candidates within seven days, for the third file reviewed the EPP was required to notify TEA via an Admission GPA spreadsheet and on the admission date that test approval was granted that contained evidence that the candidate



was admitted, the fourth candidate was admitted before the actual admit date but began coursework after admitted, and the fifth candidate was not admitted within seven days. In the (ACP) Teacher program, two out of five candidates were uploaded as admitted within seven days and the remainder were not. The program did not meet the requirement as prescribed. [19 TAC §227.17(e)]

- All ten UG/ACP Teacher candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17(f)]
- The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. TEA reviewed the information on the Consumer Information [Data Dashboard](#) on the TEA website for evidence. The overall GPA for MCM in 2018-2019 was 3.38, in 2019-2020 it was 3.33, and in 2020-2021 it was 3.47. The program met the requirement as prescribed. [19 TAC §227.19(a)]

#### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §227.10(a)(8) Admission Requirements: Screen  
An applicant must participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.  
Action: Require ACP applicants to be screened with an interview just as the UG applicants are screened. Retain evidence of the interview with a cut score for all ACP applicants.
- 19 TAC §227.17(d) Formal Admission: Dates  
The effective date of formal admission must be included in the offer of formal admission and the EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission.  
Action: Require that the written formal offer of admission letter include the effective date of admission. Upload all candidates as admitted within seven days of formal admission.

Based on the evidence presented, McMurry University is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

#### **Component III: Curriculum – 19 TAC §228.30**

##### **Findings**

- Compliance with Curriculum requirements was verified using self-reported information contained within the Status Report. TEA reviewed the Core Subjects EC-6/Science of Teaching Reading (STR) certificate area.
- The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation. MCM reported that the curriculum is based on educator standards within the coursework identified in the Status Report. The program also submitted completed alignment charts for the Core Subjects with/Science of Teaching Reading



(STR) EC-6 certificate area to demonstrate compliance. The program met the requirement as prescribed. [19 TAC §228.30(a)]

- The Core Subjects w/STR EC-6 certificate area addresses the relevant Texas Essential Knowledge and Skills (TEKS). Per the Status report, TEKS are addressed in CURR-4321, CURR-4324, CURR-4325, READ-3334, READ-3342, READ-3380, READ-4310, READ-4330, and READ 4337. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness. In the Status Report, the program identified that for STR the EPP instructors are Cohort Leaders for the Reading Academy. Both have attended Reading Academy and utilized the knowledge gained to instruct candidates. The program met the requirement as prescribed. [19 TAC §228.30(b)]
- The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
  - Instruction in the ECOE is identified in CURR-3302, CURR-4160, CURR-4198, CURR-4320, CURR-4321, CURR-4324, CURR-4325, and CURR 4125. The program met the requirement as prescribed. [19 TAC §228.30(c)(1)]
  - Instruction in the detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b) is identified in READ-3300, READ-3342, and READ-3335. The program met the requirement as prescribed. [19 TAC §228.30(c)(2)]
  - Instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1) is identified in CURR-3302 and CURR-4320. The program met the requirement as prescribed. [19 TAC §228.30(c)(3)]
  - 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 are taught in CURR-2110, CURR-4160, CURR-4198, CURR-4321, CURR-4320. The program met the requirement as prescribed. [19 TAC §228.30(c)(4)]
  - The importance of building strong classroom management skills is taught in CURR-2110, CURR-3302, CURR-4198, CURR-4321, CURR-4320, and CURR-4324. The program met the requirement as prescribed. [19 TAC §228.30(c)(5)]
  - The framework in this state for teacher and principal evaluation is taught in CURR-4198, CURR-4320, and CURR-4325. The program met the requirement as prescribed. [19 TAC §228.30(c)(6)]
  - Appropriate relationships, boundaries, and communications between educators and students are taught in CURR-2110, CURR-3302, CURR-4198, CURR-4321, CURR-4320, and CURR-4324. The program met the requirement as prescribed. [19 TAC §228.30(c)(7)]
  - The Status Report identified the instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum occurs in CURR-4320, CURR-4321, CURR-4325, ECED-3330, ECED-3331, and ECED-3360; however, when TEA requested the digital literacy evaluation, the prescribed curriculum, and resources to address any deficiencies identified by the evaluation, the EPP was unaware of the requirement and it was not provided. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(8)]



- The relevant TEKS, including the English Language Proficiency Standards (ELPS), are taught in CURR-4321, CURR-4324, CURR-4325, READ-3334, READ-3342, READ-3380, READ-4310, READ-4330, and READ. 4337. The program met the requirement as prescribed. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content-area literacy is identified in ECED-43230, READ-3330, READ-3315, READ-3334, READ-3335, READ-3342, READ-3380, READ-4310, READ-4337. The courses address the five domains of reading with three of the courses focusing specifically on English Language Learners. The program met the requirement as prescribed. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines, were found in CURR-2110 and ECED-3310. The program met the requirement as prescribed. [19 TAC §228.30(d)(3)]
- The skills and competencies captured in the Texas teacher standards in [19 TAC Chapter 149, Subchapter AA](#) are taught as follows:
  - Standard 1 Instructional Planning & Delivery: CURR-4321 , CURR-4324, CURR-4325, ECED-3330, ECED-3360, and READ-3380.
  - Standard 2 Knowledge of Students and Student Learning: CURR-3301, CURR-3302, CURR-4321, CURR-4324, CURR-4325, ECED-3330, ECED-3331, ECED-4330, READ-3342, and READ-4337.
  - Standard 3 Content Knowledge & Expertise: CURR-4325, CURR-3365, ECED-3300, ECED-3331, ECED-360, ECED-3370, ECED-4330, ECED-4370, READ-3330, READ-3315, READ-3334, READ-3342, READ-3380, READ-4310, and READ-4337.
  - Standard 4 Learning Environment: CURR-4324, ECED-3330, and CURR-4320.
  - Standard 5 Data-Driven Practice: CURR-4325, ECED-3331, READ-3335, and READ-4337.
  - Standard 6 Professional Practices and Responsibilities: CURR-2110, CURR-3302, CURR-4198, CURR-4320, CURR-4321, CURR-4324, and CURR-4325.

The program met the requirement as prescribed. [19 TAC §228.30(d)(4)]

- Developmentally appropriate research and evidence-based assessment and instructional practices to promote students' development of grade-level skills are taught in CURR-4121, CURR-4325, ECED-3330, ECED-3331, and ECED-3360. The program met the requirement as prescribed. [19 TAC §235.1(b)(3)]

#### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.30(c)(8) Digital Literacy  
Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum.  
Action: Update coursework to include instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum with resources to address any deficiencies identified in the evaluation.

Based on the evidence presented, McMurry University is not in compliance with 19 TAC §228.30-Curriculum.





## Component IV: Coursework, Training, Program Delivery, and Ongoing Support – 19 TAC §228.35

### Findings

- An EPP shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. MCM provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Candidate testing history, program benchmarks, degree plans, and transcripts served as evidence of compliance for each of the ten Teacher candidates. The program met the requirement as prescribed. [19 TAC §228.35(a)(1-2)]
- All coursework and/or training shall be completed prior to EPP completion and standard certification. Two UG and two ACP Teacher candidates completed all requirements and reached the point of standard certification. The other three U and two ACP candidates had not reached the point of standard certification. The fifth ACP candidate withdrew. Program benchmarks, degree plans, and transcripts served as evidence of completion. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- MCM has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training for non-military candidates. The program provided the link to the website where the information is found. The information was also found in the Catalogue on pp.20-21. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A-B)]
- MCM verified that the EPP offers coursework in a face-to-face format. It is not an online program, but during the pandemic, MCM went thru the Quality Matters accreditation process. EPP had two courses accredited thru QM as required by the university. The program was developed as an online program. While all curriculum courses were developed to be online, they are not being used as such at this time. The program met the requirement as prescribed. [19 TAC §228.35(a)(6)(B-C)]
- The EPP shall provide each candidate pursuing Teacher certification with a minimum of 300 clock hours of coursework and/or training. Candidates in the (U) Teacher program earn 120 semester credit hours, which exceeds the 300 clock-hours of required coursework and training. Transcripts were evidence. The (ACP) Teacher program requires 300 clock hours of coursework. Degree plans, transcripts, and benchmarks for four of the five candidates were evidence. One of the five candidates withdrew from the program. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Unless a candidate qualifies as a late hire, a candidate shall complete 150 clock-hours of coursework that allows candidates to demonstrate proficiency prior to any clinical teaching or internship. Transcripts and benchmark documents revealed four UG candidates completed the requirements, the fifth candidate was in process, and all five ACP candidates completed the requirements. The ACP candidate that withdrew did so after pre-service requirements were complete. The program met the requirement as prescribed. [19 TAC §228.35(b)(1)-(2)(A-J)]
- Unless a candidate qualifies as a late hire, a candidate shall complete a minimum of 30 clock-hours of field-based experiences (FBEs) prior to clinical teaching or internship. Four out of five UG Teacher candidates completed the requirement in CURR 2110 and ECED 3300 and the fifth candidate was in process. UG candidates also completed ten hours of FBEs in CURR 3302 where



they tutored students and 45 clock-hours of FBEs were completed in CURR 4125/4121 and READ 3335 where they tutored students in elementary reading. The variety of settings for the UG Teacher program was one to two placements. In the ACP Teacher program, all five candidates completed 30 clock hours of FBEs as evidenced by a certificate of completion of 15 clock hours of observation and 15 clock hours of videos. The ACP program uses TXBESS videos in CURR 4324 and CURR 4160. TEA met with MCM staff during the mid-point conference to gather information about candidates completing 15 clock hours in a summer school setting working with students. The program only verbally stated what candidates did, but was not able to provide FBE logs or reflections. Because the certificates were not dated and because the EPP could not provide any other evidence besides certificates of completion that were not dated and TEA could not verify a variety of settings from certificates of completion, the FBEs for the ACP program were not accepted. The UG Teacher program met the requirement as prescribed, but the ACP Teacher program did not meet the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]

- Up to 15 clock-hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based method. One UG candidate that completed FBEs had less than 15 clock hours of videos and the one UG candidate that was in process had FBEs that were all videos. The FBEs were completed in coursework and were acceptable. The five ACP candidates had certificates of completion for video-based FBEs, but there was no evidence other than the certificates of completion that were not dated. The program met the requirement as prescribed for the UG Teacher program, but did not meet the requirement as prescribed for the PB Teacher program. [19 TAC 228.35(e)(1)(B)]
- For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following: clinical teaching or an internship. Four UG Teacher candidates had reached the point of clinical teaching and one had not yet started. One ACP Teacher candidate completed clinical teaching, two completed an internship, two had not yet started, and one resigned. Clinical teaching placement lists with placement information including start and end dates, start and end time, grade level, subject area, cooperating teacher name, and field supervisor assigned served as evidence for the clinical teachers. Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)]
- A candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking initial certification. A clinical teaching assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods. Clinical teaching must be a minimum of 14 weeks for a full day or 28 weeks for a half day. Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties for a minimum of 490 hours (14 weeks). For the four UG and one ACP candidate that completed clinical teaching, the clinical teaching log including dates, start and end times each day verified by the cooperating teacher assigned served as evidence of compliance for each file reviewed. Each candidate completed 15 weeks of clinical teaching in one placement. It was noted that one of the UG Teacher candidates



completed clinical teaching while serving as an aide. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(II); 19 TAC §228.35(e)(2)(A)(i)(a); 19 TAC §228.35(k)(1)(A)]

- Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment. For the four UG and one ACP clinical teacher, observation instruments with levels of proficiency identified and completed by the field supervisor (FS) served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher. The four UG and one ACP Teacher files reviewed all contained dated/signed written documentation from the FS and cooperating teacher that reflected a successful clinical teaching assignment. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- An internship must be for a minimum of one full school year. The beginning date for an internship for the purpose of field supervision is the first day of instruction with students in the school or district in which the internship takes place. An internship must be for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP. An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods. Completed statements of eligibility (SOEs) and internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned served as evidence of compliance for the two ACP candidates who met all requirements and completed an internship. One of the two candidates resigned and withdrew from MCM and did so before starting the year. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(ii); 19 TAC §228.35(e)(2)(B)(iii)]
- A candidate must hold an intern or probationary certificate while participating in an internship Both ACP candidates held probationary certificates per evidence in ECOS, but one was deactivated due to the candidate's resignation prior to the start of school. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iv)]
- An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment. For the one ACP candidate that completed the internship year, observation documents completed by the FS served as evidence that the candidate demonstrated proficiency in each of the educator standards required for the certificate. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An internship is successful when the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor. The program provided



signed/dated written documentation from the FS and campus administrator that the candidate was successful in the internship placement. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]

- If the candidate resigns, is non-renewed, or is terminated by the school or district, the EPP must provide written notice from the candidate, written notice to the campus/district, and written notice to TEA. One candidate resigned from the position before the school year started but after the probationary certificate was recommended and issued. MCM provided all of the required documentation for the review and there was evidence in the candidate's file that TEA had received all required documentation for the certificate deactivation. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)(II)]
- An EPP must provide ongoing support to a candidate as described in 19 TAC §228.35(g) for the full term of the initial and any additional internship, unless, prior to the expiration of that term a standard certificate is issued to the candidate during any additional internship under a probationary certificate; the candidate resigns, is non-renewed, or is terminated by the school or district; the candidate is discharged or is released from the EPP; the candidate withdraws from the EPP; or if the internship assignment does not meet the requirements for the internship. One ACP candidate had ongoing support as required and the other had ongoing support until the candidate resigned/withdrew. FS observation documents, the record of ongoing support, and the certificate deactivation notifications served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)(I-IV)]
- Candidates participating in an internship or a clinical teaching assignment need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they must be provided through field-based experiences. Three UG Teacher candidates experienced the start of the year in their clinical teaching assignment, the fourth experienced the start of the year in FBEs, and the fifth had not yet started. One ACP candidate experienced the start of the year in clinical teaching, one experienced the start of the year in the internship, one resigned/withdrew, and two had not yet started. The program met the requirement as prescribed. [19 TAC §228.35(e)(4)]
- An internship or clinical teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting. An internship or clinical teaching experience shall not take place in a setting where the candidate has an administrative role over the mentor or cooperating teacher or is related to the field supervisor, mentor, or cooperating teacher. All candidates in clinical teaching or internship were in public schools per the observation documents provided for the clinical teachers and interns. None of the candidates had a supervisory role over the mentor/cooperating teacher or was related to the FS, mentor/cooperating teacher. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- An EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship or assign a cooperating teacher during the candidate's clinical teaching experience. All five UG/ACP candidates placed in clinical teaching and the one ACP candidate placed in an internship were assigned to a cooperating teacher or mentor as



applicable. Candidate placement information showing date of placement, name of the candidate, name of cooperating teacher/mentor, subject area, grade level, supervising administrator name, campus name, and district name served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(f)]

- A cooperating teacher or mentor teacher must be qualified. The cooperating teacher or mentor teacher must be an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; and who is currently certified in the certification category for the clinical teaching or internship assignment for which the clinical teacher or intern candidate is seeking certification. The EPP provided district verification for the four cooperating teachers assigned UG candidates but did not provide any qualifications for the cooperating teacher assigned to the PB candidate. Four out of five cooperating teachers were qualified. The EPP provided district verification for the mentor teacher assigned to the ACP intern. The program met the requirement as prescribed. [19 TAC §228.2(14); 19 TAC §228.2(26)]
- The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. Training must occur within three weeks of assignment to the candidate in clinical teaching or internship. The training must include training in how to coach and mentor teacher candidates. MCM did not provide any evidence that mentor or cooperating teachers were trained. The program did not meet the requirement as prescribed. [19 TAC §228.2(14); 19 TAC §228.2(26)]
- Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Five UG/ACP clinical teacher candidates were assigned a FS and one BP intern was assigned a FS. Candidate placement information showing date of placement and field supervisor assigned. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors are required to hold the required credentials. They must be a currently certified educator, who preferably has advanced credentials, shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15. The EPP provided a spreadsheet of FS qualifications for five UG/ACP clinical teachers but did not provide qualifications for the FS assigned to the ACP intern. TEA discussed with the MCM staff the importance of retaining strong concrete evidence of qualifications. The EPP met the requirement as prescribed. [19 TAC §228.35(g), 19 TAC §228.2(18)]
- Field supervisors are required to be trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. MCM provided statewide training evidence in the form of ESC 14 training certificates for the five FS assigned to UG/ACP clinical teachers and the one FS assigned to the intern. The EPP did not provide any evidence of local training for any FS assigned to each candidate. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]



- The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of the assignment. The five UG/ACP clinical teachers and one ACP intern each had an initial contact with the FS within the first three weeks of the assignment. The FS logs and email records noting the date of initial contact served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference needs to be onsite. For each formal observation, the field supervisor shall document educational practices observed and provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Informal observations and coaching shall be provided by the field supervisor as appropriate. The five UG/ACP clinical teachers and one ACP intern each had pre- and post-observation conferences for each formal observation. Documentation on the observation instrument verifying pre-conference and individualized post-conference and observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with a record of instructional strategies observed and feedback served as evidence of compliance for each set of observations reviewed. Each observation instrument contained a cooperating teacher, mentor, and/or campus supervisor signature. Each candidate file reviewed contained evidence of a FS documentation log documenting the date and type of informal observations and coaching that was provided by the FS assigned to the candidate. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship. The five UG/ACP clinical teachers and one ACP intern file each contained evidence of collaboration among the required individuals. FS logs noting the dates and times for collaboration served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting. An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments. For a first-year internship under a probationary certificate or an additional internship described in 19 TAC §228.35(e)(2)(B)(v)(II), an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment. One candidate was on a probationary certificate. Observation documentation served as evidence that the three observations were completed in the first, second, and final third of the assignment. The program met the requirement as prescribed. [19 TAC §228.35(g)(1-6)]
- For a 14-week, full-day clinical teaching assignment, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal



observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment. Files for each of the five UG/ACP clinical teachers contained evidence of four formal observations, which exceeded the three required. The program met the requirement as prescribed. [19 TAC §228.35(g)(7-8)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.35(e)(1)(A) FBE Settings, Interactive Hours  
An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation.  
Action: Document FBEs completed as observation, interactive, or videos for all ACP Teacher candidates. Require ACP candidates to write reflections for all FBEs completed. Retain evidence of dated FBEs completed and all reflections completed by each candidate.
- 19 TAC §228.35(f); 19 TAC §228.2(14), 19 TAC §228.2(26) Campus Supervision: Training Mentors, Cooperating Teachers  
The EPP is responsible for providing mentor and cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. The training must include training in how to coach and mentor teacher candidates.  
Action: Require Cooperating Teachers and Mentor Teachers to be trained within three weeks of assignment to each candidate. Retain evidence of training in each candidate file.
- 19 TAC §228.35(g) Field Supervisor Training  
Field Supervisors must be trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.  
Action: Require all FS to be trained by the EPP. Retain evidence of FS training. All FS must have local and statewide training. If using T-TESS training, that training must be updated yearly. Retain evidence of training in each candidate's file.

### **TAC Recommendations**

- 19 TAC §228.2(18) Retain concrete evidence, such as a resume, of FS qualifications.



Based on the evidence presented, McMurry University is not in compliance with 19 TAC §228.35 – Coursework, Training, Program Delivery, and On-Going Support.

### **Component V: Assessment and Evaluation of Candidates and EPP – 19 TAC §228.40**

#### **Findings**

- To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks. MCM has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document and transcript noting where the candidate was in the program. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish structured assessments of the candidate's progress throughout the EPP. MCM has structured assessments to measure candidate progress. MCM provided the STR Performance-Based assessment for READ 4337 and its associated rubric with levels of proficiency identified and included the pre- and post-survey questions about candidate preparedness after the semester is over. Each pre-service Teacher candidate is assigned a student to work with for the entire semester. Each student is assessed in several ways. Using these assessments, the preservice teacher then tutors the student based on the strengths and areas of concern. The pre-service Teacher must develop lesson plans, complete weekly discussions & individualized reports, and be interviewed by the professor. The pre-service Teacher candidate indicates their growth through the semester in written and oral form. In addition, a pre-and post-tutoring survey assessment is given. Questions are repeated in multiple formats during different parts of the semester. McMurry students must make a C (75%) or better in order to pass this course. The EPP also provided the Early Childhood performance assessment and associated rubric for the CURR 4121 course. Cooperating teachers observe each candidate twice using a rubric with levels of proficiency identified. That observation instrument was provided as evidence. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification, unless that content pedagogy test is used for admission purposes and an EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. MCM has processes in place to ensure that candidates are prepared to be successful in their certification exams. Benchmark documents were provided for all ten files reviewed showing candidate progress in the testing process. MCM does not grant test approval to any candidate until they are formally admitted. The criteria for testing are posted on the MCM website in an FAQ section and in the Candidate Handbook. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments. MCM uses information from a variety of sources to evaluate program design and delivery. MCM provided





the McMurry Assessment Plan for 2020-2021 as evidence. There were listed as: Identified Outcomes, Measure, Threshold, and Results for Students/Candidates. The requirement for McMurry University Programs is that each must assess two university competencies and 1-2 selected discipline-specific program-designated competencies, such as knowledge and skills gained. The EPP does this at the end of each year. The program met the requirement as prescribed. [19 TAC §228.40(e)]

- An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program. All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. The program met the requirement as prescribed. [19 TAC §228.40(f)]

#### **Compliance Issues to be Addressed**

- None.

#### **Recommendations**

- Consider requiring a B or better on coursework that is required for certification purposes.

Based on the evidence presented, McMurry University 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).

- MCM collects an attestation from each candidate as evidence that each candidate adheres to the Texas Educator's Code of Ethics (ECOE). All candidates are required to provide a signed statement of reading/understanding/abiding by it at the time of admission. Signed statements were found in ten UG/ACP candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. The EPP submitted signed ECOE statements of reading/understanding/abiding by it for six staff members who work with candidates as evidence of compliance.

The program met the requirement as prescribed. [19 TAC §228.50; 19 TAC §247.2]

#### **Compliance Issues to be Addressed**

- None.



Based on the evidence presented, McMurry University 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 and the EPP provided an updated complaints policy to TEA for 2021-2022. The EPP complaint policy is also posted on the [McMurry University](#) website and links directly to the TEA website [Complaints Against Educator Preparation Programs](#). The program has a complaint policy posted on-site. It is posted in classrooms and there is a QR Code on each posting for filing a complaint. The MCM complaints policy was also found on pp. 37-38 of the McMurry catalogue. The program provides the complaint policy in writing upon request. The program met the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

#### **Compliance Issues to be Addressed (see Next Steps)**

- None.

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

### **Component VIII: Certification Procedures - 19 TAC Chapters 228 and 230**

#### **Findings**

- Initial standard classroom teacher certificates shall require a bachelor's degree from an accredited institution of higher education. Teacher candidates have met degree requirements for certification. Two UG and two ACP Teacher candidates who reached certification held a bachelor's degree at the time of standard certification. Each candidate completed all requirements of the EPP prior to standard certification. Benchmark documents and transcripts noting degrees conferred served as evidence. Each candidate met the deadlines for recommendation by MCM and certificate issuance deadlines for the certificates awarded. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)-(2)]

#### **Compliance Issues to be Addressed**

- None.

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



## Component IX: Integrity of Data Reported - 19 TAC Chapter 229

### Findings

- 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. MCM has submitted ASEP data within the timeline required by TEA for the 2018-2019, 2019-2020, and 2020-2021 academic years. Any corrections that had to be made by the program were done within the timeline required by TEA for each academic year. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) and Associated Graphic]
- Five out of ten Teacher candidate files reviewed contained a formal offer of admission reflecting an admission date that corresponded to the admission date reported in the ECOS. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure(3)]
- Seven out of ten Teacher candidate files reviewed reflected that the admission record was uploaded within seven days. One was not found on a GPA spreadsheet to verify the admission date, and two were not uploaded within seven days. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure(3)]
- One out of ten candidate GPA data in records corresponded to the GPA reported to TEA during annual reporting for the year the candidate was admitted. The program did not meet the requirement as prescribed. [Figure: 19 TAC §229.3(f)(1)]
- All ten candidate files reviewed contained evidence of subject-specific content hours in the transcripts that corresponded to the content hours reported. The program met the requirement as prescribed. [19 TAC §229.3(f)(1)]
- Nine out of ten Teacher candidate files reviewed contained evidence that candidates were accurately reported as “Other Enrolled” or “Finisher” for all certification areas for which they were admitted. One file reviewed did not have a new admission record when the candidate was transitioned from UG to ACP. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure(4-5)]
- Observation data in each of the ten Teacher candidate files corresponded to the observation data reported. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure(1)]

### Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all EPP and candidate data accurately in ECOS.  
Action: Ensure the admission date reported in ECOS corresponds to the admission date on the formal offer of admission for each candidate. Accurately report admission dates within seven days and ensure that what is reported corresponds to the documentation retained in candidate records.  
Ensure the overall GPA reported in ECOS corresponds to the GPA reflected in candidates' records.

Based on the evidence presented, McMurry University is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.



### **Recommendations and Advisement**

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing effective January 1, 2022. To use the 291 for certification, candidates must be recommended for certification on or before December 30, 2022. To use the 117 for certification, candidates must be recommended for certification on or before October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- 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.
- 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 FOR 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 the 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 the 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 the McMurry University staff.

**I, the legal authority for the McMurry University EPP, have reviewed the Report and agree that all required corrections will be made on or before October 14, 2022.**

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**Signature of Legal Authority**

**Date**

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**Printed Name of Legal Authority**

**Date**