



## **2021 – 2022 Continuing Approval Review Report Austin Community College Educator Preparation Program**

### **PURPOSE**

Texas Education Agency (TEA) Education Specialists Emily Carrizalez conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Austin Community College (ACC) January 3-24, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five (5) years...". Sandra Nix was identified as the program's Legal Authority and the primary EPP contact for the review process. Lonnie Villarino was identified as the Backup Legal Authority, and Karin Miller was identified as the Certification Officer. ACC was approved as an EPP on August 1, 2003. At the time of the review, the EPP was rated Accredited for 2018-2019 and Not Rated: Declared State of Disaster for 2019-2020 and 2020-2021. The risk level was Stage 2 (Medium). The EPP reported 27 finishers for the 2020-2021 reporting year and 19 finishers for 2019-2020.

ACC is approved to certify Teacher candidates in the alternative certification (ACP) 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 to regulate all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a desk review format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

The EPP staff participating in the review were Sandra Nix, Karin Miller, Cynthia Allen-Williams, Katherine Hokanson, Lisa Brown, Lonnie Villarino, Nancy Laudenslager, Janice Lopez, and Hector Aguilar at various stages.

### **DATA ANALYSIS**

Information concerning compliance with TAC governing EPPs was collected by various means. A Status Report and related program documents were submitted to TEA on December 1, 2021. Additional EPP documents, including records for ten candidates, were submitted on December 15, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and data triangulation was 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 "Next Steps Plan" was 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 reviewed Governance documents submitted with the Status Report to determine compliance.
- The advisory committee membership, input provided by members, advisory committee member training, and meeting frequency meets requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to ACC. [19 TAC §228.20(c)]
- ACC has a published calendar of activities the Teacher ACP. Evidence in the form of a calendar was found on the program website. The ACC website is comprehensive and easy to navigate for stakeholders. [19 TAC §228.20(g)]
- ACC submitted the Status Report for the EPP Review on December 1, 2021. [19 TAC §228.10(b)(1)]
- Per TEA records, ACC has been approved to offer clinical teaching since 2004. [19 TAC §228.10(c)]

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

- None

Based on the evidence presented, Austin Community College was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

## **COMPONENT II: ADMISSION - 19 TAC Chapter 227**

### **Findings**

- ACC has informed applicants of the required information about the EPP. Program admission requirements and completion requirements were found on the EPP website. The effects of supply and demand on the educator workforce, and the performance of the EPP over five (5) years were found on the EPP website. [19 TAC §227.1(c)(1-3)]
- ACC has informed applicants and candidates about the required information regarding criminal history. The information was found on the EPP website and in the annual Cohort Handbook. [19 TAC §227.1(d)]
- A total of 10 Teacher records were reviewed.
- All 10 Teacher candidates held the minimum of a bachelor's degree at the time of admission. Official transcripts were provided as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Eight out of 10 Teacher candidates met the minimum GPA requirement for admission. The GPA range was 2.76-3.83. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Before admission, teacher applicants must demonstrate content knowledge by completing at least 12 semester credit hours in the content area in which they are



admitted, 15 hours if the content area is math or science at grade 7 or above, or by passing a pre-admission content test (TX PACT). Nine out of 10 Teacher records contained evidence that the candidates met the requirement. Official transcripts served as evidence. One (1) out of 10 candidates was admitted with 12 semester credit hours, but the candidate was admitted for Math 4-8, so 15 semester credit hours was required. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]

- Applicants must demonstrate basic skills before admission. Official transcripts in each of the 10 candidate records were evidence the candidates met the basic skills requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. All 10 candidates met the English language proficiency requirement per official transcripts from the U.S. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. ACC uses an interview as the screening instrument. Each of the 10 candidate records included a Teacher Candidate Interview rubric. Documentation in three (3) out of 10 records reflected a cut score of 12 on the screening instrument. ACC has updated the current interview rubric to reflect a minimum cut score of 12. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- An applicant must submit an application to the EPP. All 10 records included an application to the EPP. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- Formal Admission to the EPP includes a written offer of formal admission from the EPP to the applicant and a written acceptance of the offer of formal admission from the applicant to the EPP. All 10 records included documentation of each candidate's written offers of admission and the written acceptance from each candidate. The program met the requirement as prescribed. [19 TAC §227.17]
- The effective date of formal admission must be included in the formal admission offer. All 10 records included an effective date of formal admission in the written offer of admission. The program met the requirement as prescribed. [19 TAC §227.17(d)]
- An EPP must notify TEA within 7 calendar days of a candidate's formal admission. Per formal offers of admission and ECOS records, admission was reported to TEA for all 10 candidates within 7 calendar days. The program met the requirement as prescribed. [19 TAC §227.17(e)]
- Per records in ECOS, formal admission letters, and EPP coursework, none of the 10 candidates reviewed received coursework before being admitted to the EPP [19 TAC §227.17(f)]

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

- 19 TAC §227.10(a)(8) – Screening Instrument  
Action: The EPP must update their admission process to include the updated screening interview rubric with a documented cut score of 12. Submit the screening instrument used to determine appropriateness for certification sought for one current candidate. The rubric and cut score implemented must be provided.



Based on the evidence presented, the Austin Community College is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

### **COMPONENT III: CURRICULUM – 19 TAC §228.30**

#### **Findings**

- TEA reviewed curriculum documents, course syllabi, and a variety of performance-based assessments and corresponding rubrics to determine compliance.
- ACC provides a standards-based curriculum per the Status Report, course syllabi, alignment charts, and a sample lesson plan from the STR course. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- TEKS instruction is taught in EDTC 1076 Introduction to Special Populations, EDTC 1075 English as a Second Language, EDTC 2076 STR Elementary, and other required courses. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- ACC curriculum is research-based. Evidence of a research-based curriculum was verified through citations included in course syllabi provided for all courses. The program met the requirement as prescribed. [19 TAC §228.30(b)]
- The Educators' Code of Ethics is taught in EDTC 1050 Capstone. The Capstone syllabus and Status Report served as evidence. [19 TAC §228.30(c)]
- Mental health, substance abuse, and youth suicide instruction are taught in EDTC 2077 Creating the Learning Environment and in EDTC 1050 Capstone. The course syllabi and the Status Report served as evidence. [19 TAC §228.30(c)]
- Dyslexia instruction is taught in EDTC 1077 Secondary STR and EDTC 2076 Elementary STR. The course syllabi and Status Report served as evidence. [19 TAC §228.30(c)]
- The high expectations for students in this state are taught in EDTC 2076, EDTC 2071, EDTC 1077, and other required courses. The Status Report and course syllabi served as evidence. [19 TAC §228.30(c)]
- The importance of building strong classroom management skills is taught in EDTC 2077, EDTC 1050, EDTC 1076, and EDTC 1075. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(c)]
- ACC curriculum includes coursework on teacher and principal evaluation in EDTC 2071 and EDTC 1050. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(c)]
- Appropriate relationships, boundaries, and communication between educators and students are taught in EDTC 2077 Creating the Learning Environment and EDTC 1050 Capstone. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(c)]
- ACC requires candidates to complete technology training in EDTC 2073 Educational Technology. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(c)]
- English Language Proficiency Standards are addressed in EDTC 1076 Introduction to Special Populations, EDTC 1075 English as a Second Language, and other required



courses. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(d)]

- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in EDTC 2071 Designing and Presenting and EDTC 2076 STR Elementary. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(d)(3)]
- Reading instruction for all content areas is covered in EDTC 1077 STR Secondary and EDTC 2076 STR Elementary. The Status Report and course syllabi served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(d)]
- Evidence of instruction in the Texas Teachers standards was identified for all standards. Course syllabi for EDTC 1076, EDTC 1075, EDTC 2076, EDTC 2071, EDTC 1077, EDTC 2073, EDTC 2072, EDTC 1050, and EDTC 2077 served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(d)]

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

- None

Based on the evidence presented, Austin Community College is in compliance with 19 TAC §228.30-Curriculum.

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

#### **Findings**

- ACC has a process in place to ensure their candidates are provided adequate preparation and will be effective in the classroom. The candidate's course transcripts, course syllabi, and course materials served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(a)(1)]
- Per candidate transcripts, course syllabi, and course materials, the coursework and training provided to candidates is sustained, rigorous, intensive, interactive, and candidate-focused. [19 TAC §228.35(a)(2)]
- All coursework must be completed before EPP completion and standard certification. ACC course transcripts served as evidence that 8 out of 10 candidates completed their coursework before EPP completion and standard certification. Two (2) out of the 10 candidates still had coursework to complete and were not yet standard certified at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- ACC has policy for allowing relevant military experiences, education, or training to substitute for required coursework and training. ACC also has a policy to substitute required coursework and training for prior or ongoing service, training, or education for candidates who are not military service members or veterans. These policies are published on the EPP website. [19 TAC §228.35(a)(5)(A-B)]
- ACC submitted a certificate from attending Quality Matters (QM) training on October 25, 2021 but has not yet submitted any curriculum materials for QM review. The EPP must continue to make progress towards meeting QM certification. The program met the requirement as prescribed. [19 TAC §228.35(a)(6)]



- Candidates for initial teacher certification exceed the minimum requirement of 300 coursework hours. Of the 10 candidates, 8 met or exceeded the coursework requirement. ACC course transcripts served as evidence of completed coursework. Two (2) out of 10 candidates were still completing coursework at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Nine out of 10 candidates completed at least 150 hours of coursework before clinical teaching or internship. The ACC course transcripts served as evidence of completed coursework. One (1) out of 10 candidates had not yet reached the point of clinical teaching or internship at the time of the review and was still completing pre-service requirements. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)]
- Per FBE documentation, 5 out of 10 candidates met the 30 clock-hour minimum FBE requirement. The FBE logs and reflections served as evidence. Five (5) out of 10 records included evidence of summer hours that do not count towards the 30 hours of required FBE, so those five (5) candidates did not meet the minimum requirement. The program did not meet the requirement as prescribed. ACC has since updated its FBE processes and procedures to no longer include summer classroom experience hours in FBE. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Per FBE documentation, 8 out of 10 candidates completed their FBE hours in two (2) or more settings. One (1) out of 10 records included evidence of FBE transferred from a different EPP that ACC accepted. One (1) out of 10 records included evidence of 30 hours of FBE that were completed electronically due to COVID-19 allowances. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)]
- Per FBE logs and reflections, 8 out of 10 records included evidence of at least 15 hours of interactive FBE. Two (2) out of 10 records did not include adequate evidence of at least 15 hours of interactive FBE. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)(A)]
- Five (5) out of 10 records included evidence of the use of electronic FBE. FBE logs and reflections served as evidence. Two (2) out of five (5) candidates completed more than 15 hours of electronic FBE due to the COVID-19 allowances. Five (5) out of 10 records did not include any evidence of electronic FBE. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)(B)]
- Five (5) out of 10 candidates completed or were in the process of completing an internship experience at the time of the review, and four (4) out of 10 candidates had completed a clinical teaching experience. Clinical teaching and internship placement documentation served as evidence. One (1) out of 10 candidates had not yet reached the point of clinical teaching or internship at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)]
- Records for the four (4) candidates that completed clinical teaching contained placement documentation, which verified their placement aligned to the certificate area sought for initial certification. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)]
- Per clinical teaching logs, two (2) out of four (4) clinical teaching candidates met the 70-day minimum requirement. Two (2) out of four (4) candidate records showed they completed 66 and 64 full days, which is allowable because it occurred under the COVID-



19 declaration of disaster. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]

- Per field supervisor observation instruments, all four (4) clinical teaching candidates demonstrated proficiency in each educator standard. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Each clinical teaching candidate had a recommendation for standard certification from their field supervisor, cooperating teacher, and campus principal. The signed recommendation forms served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Five (5) candidates participated in an internship experience. Per observation documents, four (4) out of five (5) candidates completed a full-year internship under the supervision of the EPP. One (1) of the five (5) candidates was still completing the internship at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- An internship must be in a classroom assignment that matches the category in which the EPP prepares the candidate. Internship placement information and documentation were available for all five (5) intern candidates. The statements of eligibility served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- Per the statement of eligibility documents and the placement information, all five (5) intern candidates were in a placement of the subject and grade level of the certificate sought for at least four (4) hours each day. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iii)]
- Each intern candidate held an intern or probationary certificate while participating in the internship. This was verified through effective dates on the certificates in ECOS. [19 TAC §228.35(e)(2)(B)(iv)]
- Per field supervisor observation documents, four (4) of the five (5) intern candidates demonstrated proficiency in each educator standard during the internship. One (1) candidate's internship was in progress at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Successful completion of the internship and recommendation for standard certification was collected for four (4) out of five (5) intern candidates from the candidate's field supervisor, mentor, and the campus supervisor. One (1) candidate's internship was in progress at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- One (1) candidate record included an erroneous probationary certificate issued. TEA records showed the erroneous certificate was deactivated per the requirements in TAC. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. Nine out of 10 candidates received experience, including the start of the school year through their internship, clinical teaching, or field-based experience. One (1) out of 10 candidates had not yet reached the point of clinical teaching or internship at the time of the review. Documents including the internship assignments, clinical teaching assignments, and FBE logs and reflections served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(4)]



- All five (5) internships and four (4) clinical teaching assignments were in an actual school setting. The placement documentation, the statement of eligibility documents, and the observation documentation served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- Nine out of 10 Teacher candidates were assigned a cooperating teacher or mentor per candidate placement information. One (1) out of 10 candidates had not yet reached the point of clinical teaching or internship at the time of the review. The program met the requirements as prescribed. [19 TAC §228.35(f)]
- Cooperating teachers and mentors must meet the qualification requirements outlined in TAC. All 9 records included the signed mentor or cooperating teacher qualifications document verifying each mentor and cooperating teacher met the qualification requirements in TAC. The qualification documents were signed and verified by the mentor or cooperating teacher's campus principal. The program met the requirement as prescribed. [19 TAC §228.2(12), §228.2 (24), and §228.2(31)]
- All 9 records included dated training materials showing evidence of cooperating teacher and mentor training by the EPP. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- The EPP's training provided to cooperating teachers and mentors must occur within three (3) weeks of being assigned to a candidate. Seven out of 9 records included evidence that cooperating teacher and mentor training occurred within three (3) weeks of being assigned a candidate. Two (2) out of 9 records included evidence of training, but it was dated more than three weeks after the candidate's assignment. The program did not meet the requirement as prescribed. [19 TAC §228.2(14), §228.2(26)]
- All 9 records included evidence of an assigned field supervisor. Completed observation documents served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors must hold the required credentials appropriate for the candidate being supervised. There were 7 field supervisors assigned to support the 9 candidates. All 7 field supervisors met the qualification requirements per their educator certificates, resumes, and curriculum vitae. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- Each of the 7 field supervisors completed TEA-approved observation training per certificates of completion. All 7 field supervisors were provided local EPP field supervisor training. The meeting sign-in sheet, attendee list, and email records were evidence. The EPP should continue to provide regular training to their field supervisors on updates to TAC and EPP requirements. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Initial contact between the candidate and field supervisor must occur within the first three weeks of the candidate's clinical teaching or internship assignment. Evidence of initial contact was available in one (1) out of 9 records. Evidence for the remaining 8 candidates was insufficient so TEA could not verify the initial contact between field supervisors and those candidates. The program did not meet the requirement as prescribed. The EPP has since created an Initial Contact Form to document the field supervisor's initial contact in future for all candidates. [19 TAC §228.35(g)]





- All 9 records included evidence that each candidate received a pre-and post-observation conference for each observation. Signed Observation Signature Pages and field supervisor observation instruments served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Observation instruments completed by field supervisors documented educational practices observed for all 9 candidates. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor must provide a copy of the written feedback to the candidate's cooperating teacher or mentor. All 9 records included signed Observation Signature Pages that verified a copy of the written feedback for each observation was provided to the mentor or cooperating teacher and the campus principal. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors must collaborate with the candidate and the cooperating teacher or mentor, and campus supervisor during while the candidate is completing the clinical teaching or internship experience. The signed Observation Signature Pages in each candidate's record served as evidence that the field supervisor collaborated with the candidate, mentor or cooperating teacher, and campus supervisor throughout the internship or clinical teaching experience. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Formal observations conducted by the field supervisor must meet the duration, frequency, and format requirements. Per formal observation documents, all observations for the 9 candidates were reported as being at least 45 minutes. All four (4) clinical teaching candidates received their first formal observation within the first third of clinical teaching. All five (5) intern candidates received their first observation within the first 6 weeks of their assignment. One (1) out of five (5) intern candidates was issued an intern certificate. Per the observation documents in the candidate's record, the candidate received the prescribed number of observations as required in TAC. Four (4) out of five (5) intern candidates were issued a probationary certificate. Per the observation documents in their records, two (2) out of four (4) candidates received the number of observations as required in TAC. One (1) of the four (4) candidates on a probationary certificate received the required number of observations under the COVID-19 declaration of disaster, and one (1) out of four (4) candidates' internship is still in progress with two observations remaining. Three (3) out of four (4) clinical teaching candidates received the required number of observations. One (1) out of four (4) clinical teaching candidates received their observations under the COVID-19 declaration of disaster allowances. The observation documents in their records served as evidence. The program met the requirements as prescribed. [19 TAC §228.35(g)(1-8)]

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

- 19 TAC §228.35(b)(1) – FBE Hours  
Action: The EPP must implement the updated FBE documents and procedures to ensure each candidate completes at least 30 hours of field-based experience aligned with TAC. Submit the FBE logs and reflections for one current candidate that captures at least 30 hours of FBE.
- 19 TAC §228.2(14), §228.2(26) – Training Mentors and Cooperating Teachers



Action: The EPP must collect and verify the documentation for each cooperating teacher and mentor to ensure each is trained within three weeks of being assigned a candidate. Submit the signed training form and the internship/clinical teaching placement information for one current candidate, showing the mentor/cooperating teacher received training within three weeks of being assigned a candidate.

- 19 TAC §228.35(g), §228.35(h), §228.35(j) – Field Supervisor Initial Contact  
Action: The EPP must update and implement procedures for collecting and retaining evidence that the initial contact between candidates and field supervisors occurs within three weeks of the field supervisor being assigned a candidate. Submit initial contact documentation and the internship/clinical teaching placement information that shows the field supervisor for one current candidate made initial contact within the first three weeks of being assigned to the candidate.

Based on the evidence presented, Austin Community College is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

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

##### **Findings**

- ACC has established benchmarks to measure candidate progress. Records for the 10 candidates included a benchmark document that captured admission, coursework, testing, certification checkpoints, and candidate progress. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- ACC has included structured assessments throughout the EPP. The course syllabi, materials, and performance-based assessments submitted for review served as evidence. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- ACC has processes to ensure that candidates are prepared to succeed in their certification exams but lacks the documentation and test approval requirements for the content certification exam. Candidates receive test approval for the PPR exam, ESL Supplemental exam, Special Education Supplemental exam, and the Science of Teaching Reading exam following the completion of their corresponding course. TEA recommends updating the test approval procedures ACC has to include clear parameters for determining test approval for all certification exams. The program did not meet the requirement as prescribed. The EPP has created a Test Preparation Requirements and Approval to Test document that clearly outlines candidate requirements to receive test approval. Documentation for each requirement must be retained for each applicable candidate. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- An EPP cannot grant test approval for a certification exam until a candidate has met all admission requirements and been formally admitted to the EPP. All 10 candidates were admitted to the EPP before receiving test approval. Candidate admission records and ECOS test approval dates served as evidence. The program met the requirement as prescribed. [19 TAC §228.40(d)]
- When a candidate is prepared and granted test approval for a certificate category other than the category in which the candidate was initially admitted, the EPP must collect a



written request from the candidate. Six out of 10 candidates were prepared and given test approval for certificate categories other than those in which they were initially admitted. A written request was included in the candidate records for one (1) out of the 6 candidates. No written request was available for five (5) out of the 6 candidates. The program did not meet the requirement as prescribed. The EPP has since updated their Certificate Change Form and their application to better document candidates' initial certificate categories at admission and to better document when a candidate changes certificate areas. [19 TAC §228.40(c)]

- The EPP provides each candidate a survey at the end of each course. The survey results are then used to evaluate the course's design and delivery and provide instructors and the EPP with feedback on the courses being offered. The sample course evaluation and collected data served as evidence. The program has met the requirement as prescribed. [19 TAC §228.40(e)]
- All records pertaining to the candidate's admission to the EPP and completion of EPP requirements were available for review. The program met the requirement as prescribed. [19 TAC §228.40(f)]

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

- 19 TAC §228.40(b) & §228.40(d) – Test Preparation  
Action: The EPP must develop and implement a process to determine candidate readiness to take all required certification exams. Submit documentation showing test readiness for a content certification exam, an ESL Supplemental exam, a SPED Supplemental exam, an STR exam, and a PPR EC-12 exam for at least one current candidate. The submitted documentation must align with the Test Preparation Requirements and Approval to Test parameters set by the EPP.
- 19 TAC §228.40(c) – Change Certificate Category  
Action: The EPP must update and implement the procedure used when granting test approval for a certificate category other than the category for which the candidate was initially admitted to the EPP. Submit the written request for one current candidate who is being prepared and granted test approval for a classroom certificate category other than the category for which the candidate was initially admitted.

Based on the evidence presented, Austin Community College is not 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 19 TAC Chapter 247 (relating to Educators' Code of Ethics).

- All 10 candidates signed an agreement that they understand and will adhere to the Educator's Code of Ethics. The signed code of ethics statements served as evidence. The program met the requirement as prescribed. [19 TAC §228.50]



- ACC faculty, staff, and field supervisors signed a copy of the Texas Educator’s Code of Ethics (ECOЕ) agreeing to understand and adhere to the ECOЕ. Signed copies of the ECOЕ served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.50]

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

- None

Based on the evidence presented, Austin Community College 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 filed at TEA. The EPP complaint policy is also posted on the website and posted in the ACC teacher certification classroom 3140 and can be found as an appendix item in the Cohort Handbook. 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**

- None

Based on the evidence presented, Austin Community College is in compliance with 19 TAC §228.70 – Complaints Process.

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

#### **Findings**

- Teacher candidates must meet degree requirements for certification. Eight out of the 10 candidates reached standard certification. The candidates who reached standard certification held a bachelor’s degree, at minimum, when they received their standard certificate. Official transcripts from Institutions of Higher Education served as evidence. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- The ACC course transcripts and benchmark documents served as a record of EPP completion for all 8 standard certified candidates. The program met the requirement as prescribed. [19 TAC §230.13(a)(2) & §230.13(b)(3)]
- All 8 standard certified candidates met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

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

- None

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



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

### Findings

- ACC submitted all data required in 19 TAC §229.3(f)(1). [19 TAC §229.3(f)(1) and Associated Graphic]
- Data reported by the EPP in ECOS was compared with related documentation in the 10 candidates' records to verify accuracy. The following are the findings:
  - Admission – The admission data were reported accurately when compared with the documentation in the candidates' records.
  - Observations – The observation data were reported accurately when compared with the documentation in the candidates' records except the observation dates and times in four (4) out of 9 records.
  - Program Enrollment – The program enrollment data were reported accurately when compared with the documentation in the candidates' records except the enrollment of three (3) out of 10 candidates on the finisher record list. The three (3) candidates were not reported as other enrolled for the supplemental certificate areas they were pursuing. The EPP has submitted a Request to Correct the Finisher Record List Form to have the three (3) candidate records corrected to reflect the candidates' enrollment in the EPP accurately.

The program did not meet the requirements as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]

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

- 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)  
Action: The EPP must update and implement the observation reporting processes to ensure all observation data is reported to TEA accurately. Submit the observation records for one current candidate and report the observation date to TEA in ASEP. TEA will use the observation records and the records reported to TEA in ASEP to verify all the observation data was reported accurately.

Based on the evidence presented, Austin Community College 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 certified by December 30, 2022. To use the 117 for certification, candidates must be certified by 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 provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

#### **PROGRAM RECOMMENDATIONS AII EPPS**

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about 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**

The Compliance Plan was created collaboratively with Austin Community College Educator Preparation Program staff.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before May 24, 2022.”**



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**Signature of Legal Authority**

**Date**

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**Printed Name of Legal Authority**

**Date**