



## 2021-2022 Continuing Approval Review Report Southern Methodist University

### Introduction

Education Specialist Emily Carrizalez conducted a 5-year Continuing Approval Review for the Southern Methodist University (SMU) educator preparation program (EPP) on March 10, 2022. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five (5) years. SMU was initially approved as an EPP on January 6, 1969.

Stephanie Knight is the program Legal Authority, and Tim Jacobbe is the primary EPP contact for the 2021-2022 review. SMU is approved to prepare and certify candidates in the following certificate classes: Teacher, Principal, Superintendent, School Counselor, and Reading Specialist. Certification is offered in Undergraduate (U) and Post-Baccalaureate (PB) routes. The EPP reported 176 finishers for the 2018-2019 reporting year and 181 finishers for 2019-2020. The EPP was rated Not Rated: Declared State of Disaster at the time of the review. The risk level was Stage two (2) (medium).

Candidate records were reviewed for 28 candidates: five (5) from the Principal, School Counselor, and Reading Specialist classes. Three (3) records were requested from the Superintendent class, and 10 records were requested from the Teacher class: five (5) from the undergraduate (U) route and five (5) from the post-baccalaureate (PB) route.

At various stages, EPP staff participating in the review were Tim Jacobbe, Stephanie Knight, Karin Miller, Mario De La Garza, Katherine Silva, Roxanne Burleson, Amy Richardson, Jill Moore, and Milan Sevak.

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

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

### 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 January 31, 2022. Additional EPP documents, including records for 28 candidates, were submitted on February 14, 2022. 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 “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.

### **Results: EPP and Program Requirements**

#### **Findings**

Per self-reported information in the Status Report, Advisory Committee attendance records, agendas, and meeting minutes, the EPP meets requirements for program governance, including a) support provided by the governing body; and b) advisory committee activity as required in 19 TAC §228.20. The EPP does not have any additional sites. The EPP coursework is not offered in an online format. The program was reminded that, per 19 TAC §228.20(e), TEA must be informed in writing of program amendments.

The EPP website, application materials, and handbooks were reviewed to verify the EPP had posted the required information for applicants and candidates.

- Information about admission and completion requirements was posted on the website for the Teacher, Principal, Superintendent, School Counselor, and Reading Specialist programs. Information about the effect of supply and demand forces on the educator workforce in Texas and information about the performance of the EPP over five (5) years were posted on the EPP website. [19 TAC §227.1(c)]
- The following information was posted on the EPP website and in the program handbooks, which meets requirements in 19 TAC §227.1(b) and §227.1(d):
  - The required fingerprint background check;
  - The potential ineligibility of an individual for certification due to a criminal history; and
  - The right of an individual to request a Preliminary Criminal History Evaluation (PCHE) from TEA.
- The EPP complaints process, with a link to the TEA complaints process, is located on the EPP website and is available in each of the program handbooks as required in 19 TAC §228.70(b)(2). A complaints process is also posted on a bulletin board in the Simmons School of Education and Human Development building.

EPP staff in all programs signed a statement agreeing they have read, understood, and would adhere to the Texas Educators’ Code of Ethics (ECO) which meets requirements in 19 TAC §228.50 related to professional conduct.

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



- SMU has consistently met deadlines for data submission.
- Admission data was reported using the GPA spreadsheet or, effective September 1, 2019, through an admission record created in the Educator Certification Online System (ECOS). The GPA and subject-specific semester credit hours were reported accurately for four (4) out of five (5) Teacher U candidates and for all five (5) Teacher PB candidates. All five (5) Principal candidates, two (2) out of the three (3) Superintendent candidates, four (4) out of five (5) School Counselor candidates, and four (4) out of five (5) Reading Specialist candidates' admission GPA were reported accurately. The formal admission date was unclear on the formal offer of admission, so TEA could not verify if the formal admission dates were reported accurately. Additionally, a School Counselor and a Reading Specialist were not reported as admitted on the GPA Spreadsheet and did not have an admission record in ECOS.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. The enrollment status was reported accurately for candidates in the Teacher U, Principal, School Counselor, and Reading Specialist classes. All five (5) Teacher PB candidates' enrollment status included discrepancies with their content areas and routes. Two (2) Superintendent candidates were erroneously reported to TEA as being enrolled in the EPP. The EPP has submitted Requests for Correction Forms to correct these errors for the candidate's enrollment status.
- Teacher observation data is reported in the ECOS. The observation data was reported accurately for the Teacher U candidates. There were discrepancies in the duration and dates of observations reported for two (2) out of five (5) Teacher PB candidates, two (2) out of five (5) Principal candidates, and four (4) out of five (5) School Counselor candidates. Reporting observation data for non-teacher candidates was required starting in the 2019-2020 reporting year. One (1) of the three (3) Superintendent candidate's observations and four (4) out of the five (5) Reading Specialist candidate's observations occurred before 2019-2020, so they were not required to be reported. The remaining two (2) Superintendent candidate's observations and the remaining one (1) Reading Specialist candidate's observations that occurred during 2019-2020 were not reported in ASEP.

19 TAC §228.40(f) requires the EPP to 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.” Limited records were available as evidence of admission, observations, and field supervision requirements for the Principal, Superintendent, School Counselor, and Reading Specialist classes. Sufficient records were retained for the Teacher U and Teacher PB classes. EPP staff were advised to update the records retention process to retain all required evidence for each program.

### **Next Steps**

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:

1. **[19 TAC §228.40(f)]** The EPP must update its records retention policies and processes to ensure the required admission, observation, and field supervision documents are collected and retained for the Principal, Superintendent, School Counselor, and Reading Specialist classes.

2. **[19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]** EPP must update their data reporting practices to ensure all ASEP reporting is completed accurately for the Teacher U, Teacher PB, Principal, Superintendent, School Counselor, and Reading Specialist classes.

### **Recommendations**

- EPP staff should ensure there is a process for non-teacher programs to communicate observation data to the staff that complete ASEP reporting.
- If any courses or programs are offered or will be offered online, they must meet quality requirements as identified in 19 TAC §228.35(a)(6).
- Program amendment requests can be submitted to the SMU assigned education specialist and should be submitted according to the relevant timelines as required in 19 TAC §228.20(e) and (f).

### **Results: Candidate Preparation**

Candidate and EPP records were reviewed to verify that each program within the EPP is compliant with TAC requirements for candidate admission and completion of preparation and certification requirements. Transcripts, admission documents, benchmark documents, degree plans, course descriptions, training certificates, completed logs, and observation documents were reviewed. The following are the results of the review by each program.

### **Undergraduate Teacher Program**

#### **Findings**

1. The requirements for admission into the undergraduate (U) teacher preparation program identified on the website are:
  - 12 credit hours;
  - An official interview with advisors in the Department of Teaching and Learning Office;
  - A GPA of 3.0 or higher;
  - SAT/ACT/TSI Scores – SAT = 1600 (prior to March 2016) and 1100 (on or after March 2016), ACT = 23, TSI = R: 351, M: 350, W: 5;
  - A letter of reference from an employer or professor; and
  - Written Essay.

Based on the candidates' records, the Teacher U program did not meet the admission requirements as required in 19 TAC §227.10. All five (5) Teacher U candidates were enrolled in SMU, met the minimum GPA requirement of 3.0, met the minimum semester credit hours requirement, met the basic skills and English language proficiency requirements, and had a completed application on record with the EPP. A scored essay and interview were found in three (3) of the five (5) Teacher U records which is not sufficient evidence to support the program is compliant with 19 TAC §227.10(a)(8), which requires applicants to an EPP to participate in an interview or other screen "to determine if the EPP applicant's knowledge, experience, skills, and



aptitude are appropriate for the certification sought.” Two (2) out of five (5) Teacher U records included an essay and interview, each with a rubric, but a cut score used to determine admission was unclear.

The Teacher U program has implemented the formal admission process as identified in 19 TAC §227.17 but was missing evidence of the formal admission process for two (2) out of the five (5) Teacher U records. Of the two (2) records with limited evidence, one (1) record included the written offer and was missing the written acceptance. The other record was missing both the written offer and the written acceptance. Three (3) out of the five (5) records included the written offer of admission and the written acceptance. None of the Teacher U records included the effective date of formal admission in the formal admission offer. Three (3) of the five Teacher U candidate’s admission was reported to TEA within the required 7 calendar days, and the remaining two (2) candidates were reported to TEA after the required 7 calendar days.

Records for the five (5) Teacher U candidates contained a signed agreement of understanding and adhering to the ECOE, meeting the requirement in 19 TAC §228.50 related to professional conduct.

2. Self-reported information in the Status Report, with course descriptions and degree plans, provided evidence that coursework and training provided to Teacher U candidates is standards-based and addresses the TEKS. All required instruction was provided as required in 19 TAC §228.30(a), (b), (c), and (d).

There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:

- The Educators’ Code of Ethics;
- Instruction in detection and education of students with dyslexia;
- Instruction regarding mental health, substance abuse, and youth suicide;
- 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;
- The importance of building strong classroom management skills;
- The framework in this state for teacher and principal evaluation;
- Appropriate relationships, boundaries, and communications between educators and students;
- Digital Literacy, including the required evaluation;
- Reading instruction, including instruction that improves students' content-area literacy;
- The Prekindergarten Guidelines in courses involving early childhood grades; and
- The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.

3. The program exceeds the 300 clock hours of coursework required in 19 TAC §228.35(b). SMU transcripts and the degree plans served as evidence of compliance. Additionally, candidates complete 14 weeks of clinical teaching, which meets the requirement in 19 TAC §228.35(e)(2)(A) related to the supervised clinical experience.



Candidates in the Teacher U program completed field-based experience (FBE) hours in three (3) courses, FBE I, II, and III. The FBE I, II, and III syllabi were submitted for review and indicated at least 30 hours of FBE are completed; however, limited evidence was provided verifying the Teacher U candidates completed the 30 hours of FBE. TEA was also unable to verify a) the FBE were completed in a variety of educational settings, b) at least 15 hours of FBE were completed while the candidate was actively engaged in instruction or other educational activities, and c) that no more than 15 hours of FBE were provided by the use of electronic transmission [19 TAC 228.35(e)(1)(A-C); 19 TAC §228.35(4)]. As part of the Next Steps Plan, the program was advised that updated FBE logs and reflections would need to be retained for all Teacher U candidates moving forward.

Benchmark documents, transcripts, and observation documentation were reviewed as evidence that candidates completed clinical teaching as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). All five (5) Teacher U candidates completed clinical teaching.

- All candidates completed the pre-service requirements identified in 19 TAC §228.35(b) before beginning clinical teaching per transcripts and degree plans.
- All five (5) candidates whose records were reviewed had completed clinical teaching; however, clinical teaching logs were not submitted to TEA, so TEA was unable to verify the candidates completed at least 70 days of clinical teaching as required in 19 TAC §228.35(e)(2)(A)(i)(I).
- Each candidate was assigned a cooperating teacher and a field supervisor during clinical teaching as required in 19 TAC §228.35(f) and §228.35(g). Mentor Teacher Information Forms, signed by the campus principals, were provided as evidence the cooperating teachers met the qualification requirements. Signed Mentor Teacher Information Forms were available in four (4) out of five (5) Teacher U records. One (1) out of five (5) records did not include evidence showing the assigned cooperating teacher met the required qualifications. Four (4) out of five (5) records showed that the cooperating teachers received training within three (3) weeks of being assigned a candidate; the Meeting Agenda for Cooperating Teachers served as evidence. One (1) out of five (5) records did not include evidence of cooperating teacher training. The certificates and curriculum vitae (CV) were included in four (4) out of five (5) records, verifying the assigned field supervisor met the qualification requirements in TAC. One (1) of the five (5) records included evidence of two (2) assigned field supervisors, and there was a certificate and CV available for one (1) of the field supervisors and no evidence of qualifications for the other. A Certificate of completion showed that each field supervisor had attended TEA-approved observation training as required in 19 TAC §228.35(g). Certificates of completion were available for all five (5) records. There was no evidence the EPP provided additional training to the field supervisors in three (3) out of five (5) records. Email records served as evidence.
- Information captured on observation documents, and Summary of Observation Forms served as evidence that field supervision was provided to all five (5) candidates as required in 19 TAC §228.35(g). Candidates received four (4) observations that were 45 minutes or



longer. The first formal observation occurred in the first third of the clinical teaching assignment. Summary of Observation Forms were available in two (2) out of five (5) records capturing the pre-and post-conference field supervisors held with candidates. TEA was unable to verify the pre-and post-conference for three (3) out of five (5) candidates due to the insufficient evidence submitted. The observation instrument was designed to allow the field supervisor to capture candidate proficiency in the standards and observed educational practices. Limited evidence showing collaboration between the field supervisors and cooperating teachers and evidence verifying a copy of the written feedback from each observation was provided to the cooperating teacher was available in two (2) out of the five (5) records. The remaining three (3) records included sufficient evidence via signed observation documents.

- There is no evidence the program has implemented the requirement in 19 TAC §228.35(e)(2)(A)(iii) that the field supervisor and cooperating teacher must provide a written recommendation that the candidate was successful or not successful in the clinical teaching experience.
4. The program requires candidates to complete an SMU qualifying exam or complete test preparation through a third-party vendor to receive approval on the relevant certification exams. All five (5) records included evidence of the completed exam or completed test preparation, showing the EPP ensured the candidate was adequately prepared to pass the appropriate certification exams [19 TAC §228.40(b) & §228.40(d)].
  5. Four (4) of the five (5) candidates had achieved standard certification. Benchmark documents and official transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.

### Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:

1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant's appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident.
2. **[19 TAC §227.17]** The EPP must update admission processes to include the use of an offer of formal admission in writing and a written acceptance.
3. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
4. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate's formal admission.



5. **[19 TAC §228.35(b)(1), 19 TAC §228.35(e)(1)(A-C)]** The EPP must update the FBE documentation to ensure each candidate experiences at least 30 hours of FBE in a variety of educational settings, and that at least 15 hours of the FBE are interactive.
6. **[19 TAC §228.35(e)(2)(A)(i)]** The EPP must create and implement a clinical teaching log or document that captures a candidate's clinical teaching duration.
7. **[19 TAC §228.35(e)(2)(A)(iii)]** The EPP must update clinical teaching to include an opportunity for the field supervisor and cooperating teacher to recommend to the EPP that the candidate be recommended for a standard certificate when the experience is successful.
8. **[19 TAC §228.35(g), & (j)(2)(C)]** The EPP must collect and retain documentation that each field supervisor completes TEA-approved observation training and EPP local observation training.
9. **[19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.
10. **[19 TAC §228.35(g)]** EPP must update the observation instrument to include a signature from the cooperating teacher or update the records retention policy to include email receipt of the observation sent to the cooperating teacher.
11. **[19 TAC §228.35(g)]** The EPP must update their practicum processes to include collaboration between the field supervisor, candidate, and cooperating teacher throughout the candidate's experience. The EPP also needs to include a method for documenting and retaining this information.

### Teacher PB Programs

#### Findings

1. The EPP website identifies the following admission requirements for the Teacher PB programs:
  - An online application;
  - A bachelor's degree from an accredited institution in the United States or proof of equivalent training at a foreign university;
  - Official transcript(s) showing degree confirmed. Transcripts from countries outside the United States must be accompanied by an official transcript evaluation from a recognized SMU evaluation agency.
  - A minimum undergraduate grade point average of 3.0 (on a 4.0 scale);
  - An essay response to one of the writing prompts on the application;
  - Two letters of recommendation; and
  - A current resume.

Based on the records for the candidates reviewed, the Teacher PB program met the admission requirements for the required application, bachelor's degree, minimum GPA, subject-specific semester content hours, basic skills in reading, writing, and math, and English language





proficiency. An essay and interview were found in the records of two (2) of the five (5) Teacher PB records which was not sufficient evidence to support the program is compliant with 19 TAC §227.10(a)(8), which requires applicants to an EPP to participate in an interview or other screen “to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.” The remaining three (3) Teacher PB records included an interview, but a scoring rubric and cut score used to determine admission were not provided. Additionally, two (2) of the five (5) records included an essay, resume, and two (2) letters of recommendation as required, and the remaining three (3) records included a resume but did not include an essay and letters of recommendation.

The Teacher PB program offers applicable candidates contingency admission as identified in 19 TAC §227.15(a). One (1) of the five (5) records reviewed included evidence of contingency admission. The written offer and acceptance of contingency admission served as evidence. However, the written offer of admission did not include an effective date of contingency admission, and the candidate’s contingency admission was not reported to TEA within 7 calendar days [19 TAC §227.15(b) and (c)].

The Teacher PB program has implemented the formal admission process as identified in 19 TAC §227.17. Of the four (4) candidates offered formal admission, records for all four (4) included a written offer of formal admission and a written acceptance, and all four (4) were reported to TEA within 7 calendar days. None of the Teacher PB records included the effective date of formal admission in the offer of formal admission as required in 19 TAC §227.17(d).

Records for the five (5) Teacher PB candidates contained a signed agreement of understanding and adhering to the ECOE, which meets the requirement in 19 TAC §228.50 related to professional conduct.

2. Self-reported information in the Status Report, with course descriptions and degree plans, provided evidence that coursework and training provided to Teacher PB candidates is standards-based and addresses the TEKS. All required instruction was provided as required in 19 TAC §228.30(a), (b), (c), and (d).

There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:

- The Educators’ Code of Ethics;
- Instruction in detection and education of students with dyslexia;
- Instruction regarding mental health, substance abuse, and youth suicide;
- 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;
- The importance of building strong classroom management skills;
- The framework in this state for teacher and principal evaluation;
- Appropriate relationships, boundaries, and communications between educators and students;
- Digital Literacy, including the required evaluation;
- Reading instruction, including instruction that improves students' content-area literacy;



- The Prekindergarten Guidelines in courses involving early childhood grades; and
  - The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.
3. The Teacher (PB) program requires a master's degree with certification, so candidates complete more than 300 clock hours of coursework. While conducting the 2021-2022 continuing approval review, TEA identified that SMU's PB program has two (2) types of currently enrolled candidates: those seeking a master's degree and a certificate and those seeking just a certificate. At the time of the review, SMU was only approved to offer the Teacher PB and U routes and was not approved for the alternative certification (ALT) route. The program was advised that to continue certifying candidates for a certificate without a master's degree (via the ALT route), the EPP would need to amend the program to add the ALT route for each applicable certificate area; this is documented in the EPP's Next Steps Plan [19 TAC §228.35(a)(3)].

Candidates in the Teacher PB program completed field-based experience (FBE) hours in three courses, FBE I, II, and III. The FBE I, II, and III syllabi were submitted for review and indicated at least 30 hours of FBE are completed; however, limited evidence was provided verifying the Teacher PB candidates completed the 30 hours of FBE. TEA was also unable to verify a) the FBE were completed in a variety of educational settings, b) at least 15 hours of FBE were completed while the candidate was actively engaged in instruction or other educational activities, and c) that no more than 15 hours of FBE were provided by the use of electronic transmission [19 TAC 228.35(e)(1)(A-C); 19 TAC §228.35(4)]. The program was advised that updated FBE logs and reflections would need to be retained for all Teacher PB candidates moving forward as part of the Next Steps Plan.

Benchmark documents, transcripts, observation documentation, and records in the Educator Certification Online System (ECOS) were reviewed as evidence that candidates completed an internship as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). Each of the five (5) of the Teacher PB candidates completed an internship.

- All candidates completed the pre-service requirements identified in 19 TAC §228.35(b) before beginning an internship per transcripts and degree plans.
- All five (5) candidates completed a full-year internship while holding a valid Intern or Probationary certificate for the subject area of the certificate sought by the candidates. Placement information on the signed Statement of Eligibility forms showed that the candidate placement matched the certificate category on the Intern or Probationary certificate.
- Each intern was assigned a mentor as required in 19 TAC §228.35(f). Each of the five (5) candidates was assigned a field supervisor as required in 19 TAC §228.35(g). Mentor Teacher Information Forms, signed by the campus principals, were provided as evidence the mentors met the qualification requirements. Signed Mentor Teacher Information Forms were available in all five (5) Teacher PB records. All five (5) records included evidence that the mentors received training within three (3) weeks of being assigned a candidate. The Mentor/SMU Supervisor Agenda served as evidence. The certificates and curriculum vitae



(CV) were included in all five (5) records, verifying the assigned field supervisor met the qualification requirements. A certificate of completion for each field supervisor showed they had attended TEA-approved observation training as required in 19 TAC §228.35(g). Certificates of completion were available for all five (5) records. There was no evidence the EPP provided additional training to the field supervisors.

- Information captured on observation documents and Summary of Internship forms served as evidence that field supervision was provided to all five (5) candidates as required in 19 TAC §228.35(g). Candidates received at least five (5) observations that were 45 minutes or longer. The first formal observation occurred in the first 6 weeks of the internship assignment. The Summary of Internship forms and observation documents were available in four (4) out of five (5) records capturing the pre-and post-conference field supervisors held with candidates. TEA was unable to verify the pre-and post-conference for one (1) out of the five (5) candidates due to the insufficient evidence submitted. The observation instrument was designed to allow the field supervisor to capture candidate proficiency in the standards and observed educational practices. Limited evidence showing collaboration between the field supervisors and mentors was provided. Evidence verifying a copy of the written feedback from each observation was provided to the mentor and campus supervisor was available in three (3) out of the five (5) records. The remaining two (2) records included sufficient evidence via signed observation documents.
  - There is no evidence the program has implemented the requirement in 19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(vii) that the field supervisor and campus supervisor must provide a written recommendation that the candidate was successful in the demonstration of proficiency in the standards during an internship and is ready for standard certification. None of the five (5) records included evidence of a recommendation from the field supervisor and the campus supervisor.
4. The program requires candidates to complete an SMU qualifying exam or complete test preparation through a third-party vendor to receive approval on the relevant certification exams. All five (5) records included evidence of the completed exam or completed test preparation, showing the EPP ensured the candidate was adequately prepared to pass the appropriate certification exams [19 TAC §228.40(b) & §228.40(d)].
  5. All five (5) candidates achieved standard certification. Benchmark documents and transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.

### Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:

1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant's appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident.



2. **[19 TAC §227.10(b)]** The EPP must update admission processes to ensure all required admission materials are retained for all candidates.
3. **[19 TAC §227.15(b), 19 TAC §227.15(c)]** The EPP must update admission processes to include the use of a contingency admission offer that includes the effective date of contingency admission and reporting the candidate to TEA within 7 calendar days.
4. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
5. **[19 TAC §228.35(a)(3)]** The EPP must apply to add the ACP route for the applicable certificate areas and classes, so candidates seeking only a degree have an option for standard certification that is not tied to a degree.
6. **[19 TAC §228.35(b)(1), 19 TAC §228.35(e)(1)(A-C)]** The EPP must update the FBE documentation to ensure each candidate experiences at least 30 hours of FBE in a variety of educational settings, and that at least 15 hours of the FBE are interactive.
7. **[19 TAC §228.35(e)(2)(B)(vii)]** The EPP must update the clinical teaching/internship/practicum process to include an opportunity for the field supervisor and cooperating teacher/ campus supervisor to recommend to the EPP that the candidate be recommended for a standard certificate when the experience is successful.
8. **[19 TAC §228.35(g)]** The EPP must collect and retain documentation that each field supervisor completes TEA-approved observation training and EPP local observation training.
9. **[19 TAC §228.35(g)]** EPP must update the observation instrument to include a signature from the cooperating teacher/mentor or update the records retention policy to include email receipt of the observation sent to the cooperating teacher/mentor.
10. **[19 TAC §228.35(g)]** The EPP must update their practicum processes to include collaboration between the field supervisor, candidate, and cooperating teacher/mentor/campus supervisor/ throughout the candidate's experience. The EPP also needs to include a method for documenting and retaining this information.

### **Principal Program**

#### **Findings**

1. The admission requirements for the Principal program were posted on the website:
  - A bachelor's degree;
  - An application;
  - A GPA of 2.5;
  - A Texas teacher certificate;
  - Two (2) years of teaching experience;
  - Completed essays; and
  - A resume.

Candidate admission records reviewed for this program contained transcripts as evidence of a degree conferred before admission and a GPA of at least 2.5; however, evidence of compliance of two screening instruments was limited. The Principal program requires applicants to complete an interview and an essay for their required screening instruments. All five (5) records included evidence of an essay and interview or Trust References; however, only three (3) of the five (5) records included evidence of a rubric evaluating both the interview and the essay. Evidence that service records and teaching certificates are collected at admission was consistent in the Principal records. All five (5) records included evidence of the completed essays, at least three recommendations, and a resume.

There was evidence that the Principal program has implemented the formal admission process as required in 19 TAC §227.17. All five (5) records included evidence of a written offer of admission and a written acceptance. However, three (3) of the five (5) records did not include a written offer of admission with the effective date of formal admission, and four (4) out of the five (5) admission records were reported to TEA outside the 7-calendar day requirement.

Records for each of the five (5) candidates contained a signed agreement of reading, understanding, and adhering to the ECOE, meeting the requirement in 19 TAC §228.50 related to professional conduct. All five (5) records included evidence that the EPPs process was aligned with 19 TAC §228.50.

2. The Principal curriculum was recently updated to transition to the Principal as Instructional Leader EC-12 certificate. Performance assessments were evaluated at that time, so the program was determined to have met the requirement for a standards-based and research-based curriculum that includes performance activities and assessments as required in 19 TAC §228.30(a) and §228.30(e), §228.35(a), and §228.40(a). There is evidence that the Principal preparation program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Principal candidate preparation. Candidates complete Principal certification requirements concurrent with a master's degree. Per the degree plans and transcripts reviewed, all five (5) candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c).

All five (5) records included evidence that each Principal candidate completes at least a 160-hour practicum.

- Records for three (3) of the five (5) candidates contained practicum logs that reflected 160 clock hours. Two (2) of the five (5) candidates completed their practicum during Spring 2020 under the Governor's Disaster Declaration, meeting the practicum requirements under the allowed 20 percent reduction. Logs were verified by the site supervisor meeting the requirement in 19 TAC §228.35(e)(8); all five (5) practicums were aligned to the standards, which meets the requirement for a standards-based practicum.



- Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f), and each was assigned a field supervisor as required in 19 TAC §228.35(h). The teaching certificates and resumes for the assigned field supervisors were available in two (2) of the five (5) records, and the remaining three (3) records only included the field supervisor's educator certificates, so TEA was unable to verify their experience and accomplishments. The educator certificates and curriculum vitas in each record served as evidence that four (4) of the five (5) field supervisors assigned met the qualification requirements; insufficient evidence was available for one (1) record, so TEA was unable to verify their qualifications. Site supervisor training could not be verified for three (3) of the five (5) records; however, two (2) of the five records included a signed Confirmation of Mentor Training document verifying the site supervisor had completed training. Certificates of completion were evidence that two (2) of the five (5) field supervisors had attended TEA-approved training as required in 19 TAC §228.35(h). There was no evidence the EPP provided any additional training to the field supervisors.
  - There was limited evidence that four (4) of the five (5) field supervisors made initial contact with the candidates as required in 19 TAC §228.35(h). One (1) of the five (5) records included sufficient evidence of initial contact.
  - There was limited evidence that field supervisors conduct observations of candidates during the practicum as required in 19 TAC §228.35(h). Two (2) of the five (5) records included observation documents that met requirements during Spring 2020 under the Disaster Declaration, and insufficient observation documents were submitted for the remaining three (3) records. The observation documents were not available for three (3) candidates. Two (2) of the five (5) records included the observation documents capturing the pre- and post-conferences, the written feedback provided to the site supervisor, and the collaboration between the field supervisor and the site supervisor. There was limited evidence that the field supervisors provided informal observations and coaching as appropriate.
  - The educational practices observed during each formal observation were evident in only one (1) of the five (5) records; the observation documents served as evidence. TEA was unable to verify the candidate's demonstration of proficiency in the standards due to limited evidence. The program was advised that the observation instrument used to evaluate Principal candidates during the practicum needs to be revised to provide a space to capture educational practices observed and candidate proficiency in the standards.
  - There was no evidence the program had implemented the requirement that the field supervisor and site supervisor provide written recommendations that the candidate was successful in the practicum as required in 19 TAC §228.35(e)(8)(D).
4. Test readiness documentation was not identified in the five (5) records reviewed, which does not meet requirements in 19 TAC §228.40(d).
  5. Three (3) of the five (5) candidates whose records were reviewed had achieved standard certification at the review. Transcripts reflected that each completed the program and had a



master's degree conferred. Each of the three (3) had a valid teaching certificate and service records verified two (2) or more years of service.

### Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:

1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant's appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident. The Principal and Superintendent classes must have at least two screening instruments.
2. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
3. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate's formal admission date.
4. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate's proficiency in each of the educator standards.
5. **[19 TAC §228.35(e)(8)(D)]** The EPP must update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend to the EPP that the candidate be recommended for a standard certificate when the experience is successful.
6. **[19 TAC §228.2(33)]** The EPP must collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every site supervisor.
7. **[19 TAC §228.35(f)]** The EPP must collect and retain documentation that each site supervisor completes training provided by the EPP within three weeks of being assigned a candidate.
8. **[19 TAC §228.35(h)]** The EPP must collect and retain documentation that each field supervisor completes TEA-approved observation training and EPP local observation training.
9. **[19 TAC §228.35(h)]** The EPP must update its initial contact process to include documenting and retaining the initial contact. Documentation must allow the EPP to verify the initial contact is taking place within the first quarter of the assignment.
10. **[19 TAC §228.35(h)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.

11. **[19 TAC §228.35(h)]** The EPP must update the observation instrument to include a place and process to capture the educational practices observed by the field supervisor for each formal observation.
12. **[19 TAC §228.35(h)]** EPP must update the observation instrument to include a signature from the site supervisor or update the records retention policy to include email receipt of the observation sent to the site supervisor.
13. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include informal observations and ongoing coaching as appropriate and include a method for documenting and retaining this information.
14. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include collaboration between the field supervisor, candidate, and site supervisor throughout the candidate's experience. The EPP also needs to include a method for documenting and retaining this information.
15. **[19 TAC §228.35(h)]** The EPP must update their formal observation logs and documentation practices to ensure the duration of each observation is documented and is at least 135 minutes in total for each non-teacher candidate.
16. **[19 TAC §228.35(h)(3)]** The EPP must update their formal observation process to ensure each non-teacher candidate receives at least one formal observation in the first third, second third, and final third of their practicum.
17. **[19 TAC §228.40(b) & §228.40(d)]** The EPP must update its test approval process to include the retention of the test preparation requirements for Principal candidates.

### Superintendent Program

#### Findings

1. The admission requirements for the Superintendent program were posted on the website:
  - A bachelor's degree and a master's degree;
  - An application;
  - A GPA of 3.0;
  - A Principal certificate or the equivalent issued by the TEA;
  - Two (2) years of teaching experience;
  - A resume or curriculum vita;
  - Completed essays; and
  - Three letters of recommendation.

Candidate admission records reviewed for this program contained transcripts as evidence of a master's degree conferred before admission and a GPA that was at least 3.0; however, evidence of compliance for two screening instruments was limited. The Superintendent program requires





applicants to complete an interview and an essay for their required screening instruments. All three (3) records included evidence of an essay and interview; however, evidence of a rubric evaluating the interview and the essay was unavailable. Evidence that principal certificates are collected at admission was consistent in the records. All three (3) records included evidence of the completed essays, at least three (3) recommendations, and a resume.

There was evidence that the Superintendent program has implemented the formal admission process as required in 19 TAC §227.17. One (1) out of the three (3) records included evidence of a written offer of admission and a written acceptance. Two (2) of the three (3) records included a written offer of admission but did not include a written acceptance. Additionally, none of the three (3) records included an effective date of formal admission in the written offer of admission. None of the admission records were reported to TEA within the seven-calendar day requirement.

Records for each of the three (3) candidates contained a signed agreement of reading, understanding, and adhering to the ECOE meeting the requirement in 19 TAC §228.50 related to professional conduct. All five (5) records showed that the EPP's process is aligned with 19 TAC §228.50.

2. There is evidence that the Superintendent program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8), along with the other curriculum requirements outlined in 19 TAC §228.30(c).
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Superintendent candidate preparation. Candidates complete Superintendent certification requirements concurrent with a doctoral degree. Per the degree plans and transcripts reviewed, all three (3) candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c).

All three (3) records included Superintendent Internship Time Logs that showed each Superintendent candidate completed a 160-hour practicum.

- Records for the three (3) candidates contained practicum internship logs that reflected 160 clock hours. Logs were verified by the site supervisor which meets requirements in 19 TAC §228.35(e)(8); all three (3) practicums were aligned to the standards, which meets the requirement for a standards-based practicum.
- Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f), and each was assigned a field supervisor as required in 19 TAC §228.35(h). Two (2) of the three (3) records did not include evidence of site supervisor qualifications. The teaching certificate was available in the remaining one (1) record; however, TEA could not verify the site supervisor's experience and accomplishments. The educator certificates and CVs in each record served as evidence that all three (3) field supervisors assigned met the qualification requirements. Site supervisor training was verified for three (3) records using the Initial Conference document and the signed Cooperating Administrator Agreement. All three (3) site supervisors were trained within three (3) weeks of being assigned a candidate.



Certificates of completion were evidence that all three (3) field supervisors had attended TEA-approved training as required in 19 TAC §228.35(h). There was no evidence the EPP provided any additional training to the field supervisors.

- There was limited evidence that the three (3) field supervisors made initial contact with the candidates as required in 19 TAC §228.35(h).
  - There was limited evidence that field supervisors conduct observations of candidates during the practicum as required in 19 TAC §228.35(h). TEA was unable to verify the duration of each observation and the frequency and number of the observations for all three (3) records due to insufficient documentation. None of the records included documentation that captured the pre- and post-conferences, the written feedback provided to the site supervisor, and the collaboration between the field supervisor and the site supervisor. There was limited evidence that the field supervisors provided informal observations and coaching as appropriate.
  - The educational practices observed during each formal observation were not evident in the three (3) records. TEA was unable to verify the candidate's demonstration of proficiency in the standards due to limited evidence. The program was advised that the observation instrument used to evaluate Superintendent candidates during the practicum needs to be revised to provide a space to capture educational practices observed and candidate proficiency in the standards.
  - There was no evidence the program had implemented the requirement that the field supervisor and site supervisor provide written recommendations that the candidate was successful in the practicum as required in 19 TAC §228.35(e)(8)(D).
4. Test readiness documentation was identified in the three (3) records reviewed; each candidate completed the required course to receive test approval for their Superintendent certification exam, which meets the requirements in 19 TAC §228.40(d).
  5. One (1) of the three (3) candidates whose records were reviewed had achieved standard certification at the time of the review. Transcripts reflected that each candidate completed the program and had a doctoral degree conferred. The standard certified candidate held a valid principal certificate.

### Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:

1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant's appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident. The Superintendent classes must have at least two screening instruments.



2. **[19 TAC §227.17]** The EPP must update admission processes to include the use of an offer of formal admission in writing and a written acceptance.
3. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
4. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate's formal admission.
5. **[19 TAC §228.35(a)(3)]** The EPP must apply to add the ACP route for the applicable certificate areas and classes, so candidates seeking only certification have an option for standard certification that is not tied to a degree.
6. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate's proficiency in each of the educator standards.
7. **[19 TAC §228.35(e)(8)(D)]** The EPP must update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend to the EPP that the candidate be recommended for a standard certificate when the experience is successful.
8. **[19 TAC §228.2(33)]** The EPP needs to collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every site supervisor.
9. **[19 TAC §228.35(h)]** The EPP must collect and retain documentation that each field supervisor completes TEA-approved observation training and EPP local observation training.
10. **[19 TAC §228.35(h)]** The EPP must update its initial contact process to include documenting and retaining the initial contact. Documentation must allow the EPP to verify the initial contact is taking place within the first quarter of the assignment.
11. **[19 TAC §228.35(h)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.
12. **[19 TAC §228.35(h)]** The EPP must update the observation instrument to include a place and process to capture the educational practices observed by the field supervisor for each formal observation.
13. **[19 TAC §228.35(h)]** EPP must update the observation instrument to include a signature from the site supervisor or update the records retention policy to include email receipt of the observation sent to the site supervisor.

14. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include informal observations and ongoing coaching as appropriate and include a method for documenting and retaining this information.
15. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include collaboration between the field supervisor, candidate, and site supervisor throughout the candidate's experience. The EPP also needs to include a method for documenting and retaining this information.
16. **[19 TAC §228.35(h)]** The EPP must update their formal observation logs and documentation practices to ensure the duration of each observation is documented and is at least 135 minutes in total for each non-teacher candidate.
17. **[19 TAC §228.35(h)(3)]** The EPP must update their formal observation process to ensure each non-teacher candidate receives at least one formal observation in the first third, second third, and final third of their practicum.

### Reading Specialist Program

#### Findings

1. The Educational Diagnostician program published the following admission requirements:
  - An online application;
  - A bachelor's degree from an accredited institution in the United States or proof of equivalent training at a foreign university;
  - Official transcript(s) showing degree confirmed. Transcripts from countries outside the United States must be accompanied by an official transcript evaluation from a recognized SMU evaluation agency.
  - A minimum undergraduate grade point average of 3.0 (on a 4.0 scale);
  - Texas teaching certificate;
  - Three (3) years of teaching experience;
  - An essay response to one writing prompt; and
  - Three (3) letters of recommendation.

Candidate admission records reviewed for this program contained transcripts as evidence of a degree conferred before admission and a GPA of at least 3.0; however, evidence of compliance with other admission requirements such as evidence of a screening instrument was limited. The Reading Specialist program requires applicants to complete an essay for admission; however, it was unclear if the essay was used as the required screening instrument based on the evidence submitted. All five (5) records included evidence of an essay; however, none of the records included a rubric or an identified cut score used for admission purposes. Four (4) of the five (5) records met the required years of teaching experience; applicant service records served as evidence. The remaining one (1) candidate only had one (1) year of classroom teaching experience at the time of admission. A letter informing the applicant in writing of this deficiency was not available in the candidate's record. The EPP was reminded that a deficiency letter must be provided to any non-teacher candidate before admission if they do not meet the minimum



certification, degree, or experience requirement for the issuance of a standard certificate. Evidence that teaching certificates are collected at admission was consistent in the Reading Specialist records. Four (4) out of the five (5) records included evidence of the completed essays and three (3) recommendations.

There was limited evidence that the Reading Specialist program has implemented the formal admission process as required in 19 TAC §227.17. All five (5) records included evidence of a written offer of admission. However, none of the five (5) records include a written acceptance. Additionally, none of the five (5) records included an effective date of formal admission included in the offer of admission, and one (1) out of the five (5) admission records were reported to TEA outside the 7-calendar day requirement. Four (4) of the (5) admission records were reported to TEA within 7 calendar days.

Records for each of the five (5) Reading Specialist candidates did not contain a signed agreement of reading, understanding, and adhering to the ECOE, which does not meet the requirement in 19 TAC §228.50 related to professional conduct.

2. Degree plans, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the Reading Specialist program is in compliance with curriculum requirements in 19 TAC §228.30.
3. Candidate and EPP records were reviewed to verify that the EPP is compliant with the Reading Specialist preparation requirements. Candidates complete Reading Specialist certification requirements concurrent with a master's degree. Per the degree plans and transcripts reviewed, all five (5) candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c).

Due to limited evidence, TEA could not verify each Reading Specialist candidate completes a practicum for a minimum of 160 clock hours. Additionally, TEA was unable to verify that the practicum experience took place in an actual school setting and that the practicum took place in a setting where the candidate didn't have an administrative role over the site supervisor or was related to the field supervisor or site supervisor.

- The candidate records reviewed did not include evidence that the five (5) Reading Specialist candidates were assigned a site supervisor and a field supervisor. TEA could not verify the site supervisors' and field supervisors' qualification requirements due to insufficient evidence. Additionally, there was no evidence the EPP trained site supervisors within the first three (3) weeks of the assignment as required in 19 TAC §228.2(33). Certificates of completion were not available in the candidate records, so TEA was unable to verify the field supervisors had attended TEA-approved training as required in 19 TAC §228.35(h). There was no evidence the EPP provided any additional training to the field supervisors.
- There was no evidence that field supervisors conducted observations of candidates during the practicum as required in 19 TAC §228.35(h). There was no evidence that field supervisors conducted pre- and post-conferences, that written feedback was provided to the site supervisor following each formal observation, and that there was collaboration



between the field supervisor and the site supervisor. Additionally, there was no evidence that the field supervisors provided informal observation and coaching as appropriate.

- Due to insufficient documentation, TEA could not verify the educational practices observed during each formal observation for all five (5) candidates. Additionally, TEA could not verify the candidate's demonstration of proficiency in the standards.
  - There was no evidence the program had implemented the requirement that the field supervisor and site supervisor provide written recommendations when a candidate is successful in the practicum as required in 19 TAC §228.35(e)(8)(D).
4. Evidence of test readiness was available for two (2) of the five (5) records. Three (3) of the five (5) records did not include evidence of test readiness which does not meet the requirements. [19 TAC §228.40(d)]
  5. Two (2) of the five (5) Reading Specialist candidates achieved a standard certificate. Completed benchmark documents and transcripts in the candidates' records revealed each candidate had completed the EPP requirements. Teaching certificates and service records served as evidence that each candidate met the teaching certification and experience requirements. [19 TAC §239.84]

### Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:

1. **[19 TAC §227.10(a)(5)]** The EPP must update its admission processes to verify an applicant meets the minimum certification, degree, and/or experience requirements for issuance of a standard certificate before admission and then inform the applicant in writing of any deficiencies they may have.
2. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant's appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident.
3. **[19 TAC §227.17]** The EPP must update admission processes to include the use of an offer of formal admission in writing and a written acceptance.
4. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
5. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate's formal admission.



6. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate's proficiency in each of the educator standards.
7. **[19 TAC §228.35(e)(8)(D)]** The EPP must update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend to the EPP that the candidate be recommended for a standard certificate when the experience is successful.
8. **[19 TAC §228.35(e)(8)]** The EPP must create and implement a practicum log or document that captures a candidate's practicum duration.
9. **[19 TAC §228.35(e)(8)(A) & (B)]** The EPP must create and implement a process for documenting the setting and placement for each candidate's practicum.
10. **[19 TAC §228.35(f)]** The EPP must create and implement a process for assigning a qualified site supervisor to each Reading Specialist candidate during their practicum.
11. **[19 TAC §228.2(33)]** The EPP must collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every site supervisor.
12. **[19 TAC §228.35(f)]** The EPP must collect and retain documentation that each site supervisor completes training provided by the EPP within three weeks of being assigned a candidate.
13. **[19 TAC §228.35(h)]** The EPP must create and implement a process for assigning a qualified field supervisor to each Reading Specialist candidate during their practicum.
14. **[19 TAC §228.2(16)]** The EPP must collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every field supervisor.
15. **[19 TAC §228.35(h)]** The EPP must collect and retain documentation that each field supervisor completes TEA-approved observation training and EPP local observation training.
16. **[19 TAC §228.35(h)]** The EPP must update its initial contact process to include documenting and retaining the initial contact. Documentation must allow the EPP to verify the initial contact is taking place within the first quarter of the assignment.
17. **[19 TAC §228.35(h)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.
18. **[19 TAC §228.35(h)]** The EPP must update the observation instrument to include a place and process to capture the educational practices observed by the field supervisor for each formal observation.



19. **[19 TAC §228.35(h)]** EPP must update the observation instrument to include a signature from the site supervisor or update the records retention policy to include email receipt of the observation sent to the site supervisor.
20. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include informal observations and ongoing coaching as appropriate and include a method for documenting and retaining this information.
21. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include collaboration between the field supervisor, candidate, and site supervisor throughout the candidate's experience. The EPP also needs to include a method for documenting and retaining this information.
22. **[19 TAC §228.35(h)]** The EPP must update their formal observation instrument and documentation practices to ensure the duration of each observation is documented and is at least 135 minutes in total for each non-teacher candidate.
23. **[19 TAC §228.35(h)(3)]** The EPP must update their formal observation process to ensure each non-teacher candidate receives at least one formal observation in the first third, second third, and final third of their practicum.
24. **[19 TAC §228.40(b) & §228.40(d)]** The EPP must update its test approval process to include the retention of the test preparation requirements that Principal and Reading Specialist candidates are required to complete to receive test approval for the relevant certification exams.
25. **[19 TAC §228.50]** The EPP must update its processes to include having all candidates sign an attestation agreeing to understand and adhere to the educators' code of ethics.

### **School Counselor Program**

1. Documentation submitted by EPP staff for the review detailed the following admission requirements for the School Counselor program:
  - An application;
  - A valid teaching certificate;
  - A service record reflecting at minimum two (2) years of teaching experience;
  - A 3.0 GPA;
  - Submission of a 2-page essay;
  - A resume; and
  - Three (3) Letters of recommendation.

Four (4) out of five (5) candidate admission records reviewed for the School Counselor program contained transcripts as evidence of a degree conferred before admission and a GPA that was at least 3.0; one (1) transcript served as evidence of a degree conferred before admission, but the candidate's GPA was below 2.5. The School Counselor program requires applicants to complete an essay for their required screening instrument. All five (5) records included evidence of an



essay; however, only three (3) of the five (5) records included evidence of a rubric evaluating the essay based on a documented cut score. Evidence that service records and teaching certificates are collected at admission was consistent in three (3) of the five (5) records. Two (2) of the admission records did not include evidence of classroom teaching, and notification informing the applicant of the deficiency was not available; however, these two (2) applicants were admitted before June 3, 2018, when this rule in TAC went into effect. All five (5) records included evidence of the completed essays, at least three (3) recommendations, and a resume.

There was evidence that the School Counselor program has implemented the formal admission process required in 19 TAC §227.17. All five (5) records included evidence of a written offer of admission and a written acceptance. However, none of the records include the effective date of formal admission in the written offer, and all five (5) admission records were reported to TEA outside the 7-calendar day requirement.

Records for each of the five (5) School Counselor candidates did not contain a signed agreement of reading, understanding, and adhering to the ECOE, which does not meet the requirement in 19 TAC §228.50 related to professional conduct.

2. Degree plans, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the School Counselor program is in compliance with curriculum requirements in 19 TAC §228.30. The program met the requirements for the curriculum provided to candidates. [19 TAC §228.30(c)]
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for School Counselor candidate preparation. Candidates complete School Counselor certification requirements concurrent with a master's degree in counseling. Per the degree plans and transcripts reviewed, all five (5) candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c).

All five (5) records included evidence that each School Counselor candidate completes at least a 160-hour practicum.

- Records for the five (5) candidates contained practicum logs that reflected more than 160 clock hours. Logs were verified by the site supervisor which meets requirements in 19 TAC §228.35(e)(8); all five (5) practicums were aligned to the standards, which consistently meet the requirement for a standards-based practicum.
- Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f), and each was assigned a field supervisor as required in 19 TAC §228.35(h). The educator certificates and CVs in each record served as evidence that all five (5) site supervisors and field supervisors assigned met the qualification requirements. Site supervisor training could not be verified for one (1) of the five (5) records; however, four (4) of the five (5) records included a School Counselor Internship initial Site Visit document verifying the site supervisor had completed training. Only one (1) of the site supervisors was trained within three weeks of being assigned a practicum candidate. Certificates of completion in all five (5) records showed the field supervisors had attended TEA-approved observation training as



required in 19 TAC §228.35(h). There was no evidence the EPP provided any additional training to the field supervisors.

- There was evidence that four (4) of the five (5) field supervisors made initial contact with the candidates as required in 19 TAC §228.35(j). The School Counselor Internship Initial Site Visit document served as evidence. One (1) of the five (5) records included evidence that initial contact was made after the first quarter of the candidate assignment.
  - Field supervisors conduct observations of candidates during the practicum. Documentation retained in one (1) of the five (5) candidate records revealed that field supervisors conducted one (1) formal observation in the first third, one (1) formal observation in the second third, and one (1) formal observation in the final third of the practicum. Documentation in the remaining four (4) candidate records revealed that field supervisors only conducted two (2) formal observations during the practicum. [19 TAC §228.35(h)(3)]
  - The time recorded on the observation instrument was evidence that the duration of the observations did not meet the 135-minute requirement. Four (4) of the five (5) records included observation documents that reflected less than 135 minutes of formal observations. The remaining one (1) record included insufficient observation documents, so TEA could not verify the duration of each formal observation. [19 TAC §228.35(h)]
  - Educational practices observed by the field supervisor and candidate demonstration of proficiency in the School Counselor standards were captured on the observation instrument; however, there was no evidence that field supervisors held pre- or post-conferences with candidates as required. The program provided copies of observation documentation to candidates and site supervisors. [19 TAC §228.35(h)]
  - There was no evidence that the School Counselor program had implemented the requirement to obtain a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and was ready for certification. [19 TAC §228.35(e)(8)(D)]
4. Test readiness is determined for School Counselor candidates by completing the Clinical Progress Assessment. Documentation was found in the records for the five (5) School Counselor candidates reviewed, which met TAC requirements. [19 TAC §228.40(d)]
  5. Four (4) of the five (5) School Counselor candidates had achieved standard certification. A final transcript and a service record served as evidence that the candidates met all requirements before certification.

### **Next Steps**

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before July 30, 2022:



1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant’s appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident. The Principal and Superintendent classes must have at least two screening instruments.
2. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
3. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate’s formal admission.
4. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate’s proficiency in each of the educator standards.
5. **[19 TAC §228.35(e)(8)(D)]** The EPP must update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend to the EPP that the candidate be recommended for a standard certificate when the experience is successful.
6. **[19 TAC §228.2(33)]** The EPP must collect and retain documentation that each site supervisor completes training provided by the EPP within three weeks of being assigned a candidate.
7. **[19 TAC §228.35(g),(h), & (j)(2)(C)]** The EPP must collect and retain documentation that each field supervisor completes TEA-approved observation training and EPP local observation training.
8. **[19 TAC §228.35(h)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.
9. **[19 TAC §228.35(h)]** EPP must update the observation instrument to include a signature from the site supervisor or update the records retention policy to include email receipt of the observation sent to the site supervisor.
10. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include informal observations and ongoing coaching as appropriate and include a method for documenting and retaining this information.
11. **[19 TAC §228.35(h)]** The EPP must update their practicum processes to include collaboration between the field supervisor, candidate, and site supervisor throughout the candidate’s experience. The EPP also needs to include a method for documenting and retaining this information.



12. **[19 TAC §228.35(h)]** The EPP must update their formal observation logs and documentation practices to ensure the duration of each observation is documented and is at least 135 minutes in total for each non-teacher candidate.
13. **[19 TAC §228.35(h)(3)]** The EPP must update their formal observation process to ensure each non-teacher candidate receives at least one formal observation in the first third, second third, and final third of their practicum.
14. **[19 TAC §228.50]** The EPP must update its processes to include having all candidates sign an attestation agreeing to understand and adhere to the educators' code of ethics.

### **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 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**

- Consider creating a procedure manual documenting EPP processes to ensure continuity in record keeping and other related processes.
- Align the verbiage of the program to the phrasing 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 education specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned education specialist.

**“I, the legal authority of the Southern Methodist University EPP, have reviewed the report and agree that all required corrections will be made on or before July 30, 2022”.**

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<b>Signature of Legal Authority</b>	<b>Date</b>
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<b>Printed Name of Legal Authority</b>	<b>Date</b>
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