



2021–2022 Continuing Approval Review Report Region 4 Education Service Center

Purpose

Texas Education Agency (TEA) Education Specialist, Angela Von Hatten, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at the Region 4 Education Service Center (ESC) on June 6, 2022. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Pamela Wells, Executive Director, was identified as the program Legal Authority, and Dr. Rene Ruiz, Program Director and Primary Program Contact, was identified as the primary EPP contact for the review process. Region 4 ESC was approved as an EPP on June 1, 1990. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 580 finishers for the 2019-2020 reporting year and 345 finishers for 2020-2021.

At the time of the review, the Region 4 ESC was approved for alternative certification in the following classes: Teacher, Principal, School Counselor, and Superintendent. The program currently certifies Teacher, Principal, and Superintendent classes only.

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

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

EPP staff participating in the review at various stages were: Rebecca Hampton, Jessica Hightower, Dr. Hayden McWorter, Stefanie Perry, and Dr. Rene Ruiz.

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 March 14, 2022. Additional EPP documents, including records for 20 candidates, were submitted on March 28, 2022. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

Findings, Compliance Issues, and Recommendations

"Findings" indicate evidence collected during the review process. If the program is "not in compliance" with any identified component, the program should consult the TAC and correct the issue immediately.



A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement and no follow up is required.

Component I: Governance – 19 TAC Chapter 228

Findings

- Compliance with Governance requirements was determined using self-reported information contained within the Status Report.
- It was reported that advisory committee membership, input provided by members, member training, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for Region 4 ESC programs. The legal authority participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- Region 4 ESC has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. The program met the requirement. [19 TAC §228.20(g)]
- Region 4 ESC submitted the Status Report for the EPP Review on March 14, 2022, as required. [19 TAC §228.10(b)(1)]
- Region 4 ESC has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching in the alternative route in 2005. The application is on file with TEA. [19 TAC §228.10(c)]
- EPPs shall have a published exit policy for the dismissal of candidates that is reviewed and signed by candidates upon admission. Signed exit policies for recently admitted teacher, principal, and superintendent candidates are evident. If the program reopens its school counselor class, the program will be required to develop an exit policy acknowledgment for the class. The program met the requirement. [19 TAC §228.20(h)]

Compliance Issues to be Addressed

- None

Recommendations

- If you are not currently subscribed to the newsletter, please sign up at the link below.
[Educator Preparation Program Listserv Registration](#)

Based on the evidence presented, Region 4 ESC was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

Component II: Admission – 19 TAC Chapter 227

Findings

- Region 4 ESC has informed applicants and candidates about the required information regarding criminal history. The information was found on the admission application and the program’s website. The program met the requirement. [19 TAC §227.1(b), (d)]



- Region 4 ESC has informed applicants of the required information about the EPP. Admission and program completion requirements were found on the website for each program. The effects of supply and demand on the educator workforce and the performance of the program over time for the past five years were found on the website. The program met the requirement. [19 TAC §227.1(c)(1-3)]
- A total of 20 files were reviewed to verify admission requirements were met. They included five alternative certification program (ACP) teacher files and 15 non-teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All ACP teacher candidates held a bachelor's degree at the time of admission. All non-teacher candidates held a master's degree at the time of admission. Degree transcripts served as evidence of the requirement met. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.15 – 3.7. The program requirement for teacher admission is 2.75. The EPP has sometimes admitted candidates with less than a 2.75 GPA who were required to take the TX PACT exam for admission. The non-teacher GPA range was 3.02 - 4. The program requirement for non-teacher admission is 3.0. The program GPA transcript review document served as evidence of the requirement met. [19 TAC §227.10(a)(3)(A)]
- An exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. For a recently admitted teacher candidate who did not meet the GPA requirement, the program obtained the candidate's resume to verify prior experience equivalent to the GPA requirement. The candidate also passed the TX PACT exam for admission. The program met the requirement. [19 TAC §227.10(a)(3)(B)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or by passing a pre-admission content test (TX PACT) prior to admission. All candidate files reviewed included a transcript review document that verified the content hours reflected on the candidate's degree transcript. TEA suggests adding the certificate category chosen by the candidate at admission on the review document to better identify the review of the specific content hours. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher files reviewed met the minimum certification and degree requirements prior to admission. Degree transcripts and admission verification documents served as evidence of the requirement met for the principal and superintendent classes. Due to the timing of the review, there was insufficient evidence of the requirement met for the school counselor class. If the program chooses to reopen the school counselor class, the program will be required to develop a process for this. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. All candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. The degree held at admission served as evidence of the requirement met. [19 TAC §227.10(a)(7)]



- An applicant for admission must be screened to determine appropriateness for the certification sought. Teacher and school counselor applicants are required to be screened with one instrument. Principal and superintendent applicants are required to be screened with at least two instruments. Teacher and school counselor candidate records reviewed included an evaluative screener with a cut score. There was insufficient evidence of two screeners implemented with the principal and superintendent candidate records reviewed. The program updated its screening process to include two screeners with an evaluative rubric and a certificate class specific cut score that will now be used when screening principal and superintendent applicants. The program met the requirement. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 20 files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- An EPP may admit an applicant who has met the minimum academic criteria through credentials from outside the United States. Out-of-country certified applicants are required to provide evidence of a course-by-course evaluation reflecting equivalent degree(s) prepared by a foreign credential evaluation service recognized by TEA. The out-of-country certified candidate reviewed in this process had the degree evaluated as required. The program met the requirement. [19 TAC §227.10(f)]
- Formal admission occurs when the candidate has met all admission requirements, including a conferred degree, at the time of admission. The program is required to provide the effective date of formal admission in the official formal admission letter. There was insufficient evidence of the effective date provided in the formal admission letter with the candidate records reviewed. The program submitted updated admission letters that identified an admission date related to the registration cycle which does not meet requirements. The program is required to update its formal admission process to identify a specific admission date or admission term (ex: the first day of classes for the Fall 2022 semester). For the teacher class, the program identifies the certification categories the candidate qualifies for in the admission letter. It is best practice to allow the candidate to choose the certificate category at admission. Due to the timing of the review, there was insufficient evidence of the requirement met for the school counselor class. If the program chooses to reopen the school counselor class, the program will be required to develop a process for this. The program did not meet the requirement. [19 TAC §227.17]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §227.17 – Formal Admission – All Classes**

Action: Update the program’s formal admission letters to include the specific formal admission date or admission term. Update the program’s admission process for teacher applicants to allow them to choose the certificate category. Submit a blank formal admission letter for each certification class that meets TAC requirements. TEA has provided an example of a formal admission letter in Appendix 1 of [the EPP Data Reporting Manual](#). Submit a written statement of the updated process of allowing teacher applicants to choose the certificate category at admission.

Recommendations

- It is recommended that more than two PIL and superintendent program staff screen applicants in the event that the screeners do not agree on the rating.

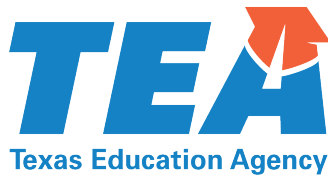


Based on the evidence presented, Region 4 ESC is in compliance with 19 TAC Chapter 227 - Admission Criteria.

Component III: Curriculum – 19 TAC §228.30

Findings

- TEA verified compliance with Curriculum requirements by reviewing self-reported information contained within the Status Report.
- Region 4 ESC reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. Alignment charts submitted also served as evidence of the requirement met. [19 TAC §228.30(a)]
- Region 4 ESC uses assessments to measure candidate progress. Performance-based assessments and information from the status report served as evidence of the requirement met. [19 TAC §228.40(a)]
- Region 4 ESC curriculum is research-based. Per the status report, the program uses a variety of data sources to update its curriculum. The program met the requirement. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
 - The Educators' Code of Ethics is taught in:
 - CANVAS Orientation and Educator's Code of Ethics Course - Elementary, CANVAS Orientation and Educator's Code of Ethics Course - Secondary, Practicum Orientation Meeting, and New Teacher Academy for teacher candidates;
 - Principals and Educational Leadership: Module 6 for principal candidates; and
 - The Superintendent and the Law for superintendent candidates.
 - Dyslexia Instruction is taught in:
 - Foundations of English Language Arts and Reading- Elementary, Foundations of English Language Arts and Reading- Secondary, and Science of Teaching Reading for teacher candidates;
 - Introduction to Principal as Instructional Leader: Module 1 for principal candidates; and
 - The Superintendent and the Law for superintendent candidates.
 - Mental health, substance abuse, and youth suicide are taught in:
 - CANVAS Orientation and Educator's Code of Ethics Course - Elementary and CANVAS Orientation and Educator's Code of Ethics Course - Secondary for teacher candidates;
 - Introduction to Principal as Instructional Leader: Module 1 for principal candidates; and



- The Superintendent and the Law for superintendent candidates.
- The skills educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in this state are taught in:
 - CANVAS Orientation and Educator’s Code of Ethics Course - Elementary, CANVAS Orientation and Educator’s Code of Ethics Course - Secondary, Curriculum and Instruction, Foundations of English Language Arts and Reading-Elementary, Foundations of English Language Arts and Reading- Secondary, Foundations of Teaching and Classroom Management, Foundations of English as a Second Language, Foundations of Bilingual Education, Foundations of Special Education, Science of Teaching Reading, and How to Teach the Core Subjects EC-6 Subject Matter for teacher candidates;
 - Introduction to PIL Instructional Leadership, School Culture, Human Resources, and Principalship and Educational Leadership for principal candidates; and
 - All superintendent courses for superintendent candidates.
- The importance of building strong classroom management skills is taught in:
 - CANVAS Orientation and Educator’s Code of Ethics Course - Elementary, CANVAS Orientation and Educator’s Code of Ethics Course - Secondary, and Foundations of Teaching and Classroom Management for teacher candidates;
 - Human Resources for principal candidates; and
 - The Superintendent as Instructional Leader, The Superintendent as Operational Leader, and Final Training: Life after Certification for superintendent candidates.
- The framework in this state for teacher and principal evaluations is taught in:
 - CANVAS Orientation and Educator’s Code of Ethics Course - Elementary, CANVAS Orientation and Educator’s Code of Ethics Course - Secondary, Curriculum and Instruction for teacher candidates;
 - T-TESS and Advancing Educational Learning (AEL) training for principal candidates; and
 - Understanding the Superintendent and Board of Trustees: An Overview for superintendent candidates.
- Appropriate relationships, boundaries, and communications between educators and students are taught in:
 - CANVAS Orientation and Educator’s Code of Ethics - Elementary, CANVAS Orientation and Educator’s Code of Ethics - Secondary, Curriculum and Instruction, Foundations of English Language Arts and Reading - Elementary, Foundations of English Language Arts and Reading - Secondary, Foundations of Teaching and Classroom Management, Foundations of English as a Second Language, Foundations of Bilingual Education, Foundations of Special Education, and How to Teach the Core Subjects EC-6 Subject Matter for teacher candidates;
 - Introduction to PIL, School Culture, and Principalship and Educational Leadership for principal candidates; and
 - The Superintendent as Community Leader and The Superintendent and the Law for superintendent candidates.



- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in:
 - Curriculum and Instruction for teacher candidates;
 - Principals and Educational Leadership: Digital Learning for Leaders for principal candidates; and
 - Digital literacy training modules for superintendent candidates.
- Instruction in English Language Proficiency Standards (ELPS) is taught in Curriculum and Instruction, Foundations of English Language Arts and Reading – Elementary, Foundations of English Language Arts and Reading - Secondary, Foundations of Teaching and Classroom Management, Foundations of English as a Second Language, Foundations of Bilingual Education, Foundations of Special Education, Science of Teaching Reading, and How to Teach the Core Subjects EC-6 Subject Matter.
- The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in Foundations of English Language Arts and Reading - Elementary, Foundations of English Language Arts and Reading - Secondary, Science of Teaching Reading, Curriculum and Instruction, Foundations of Bilingual Education, and Foundations of English as a Second Language.
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in CANVAS Orientation and Educator’s Code of Ethics Course - Elementary, Foundations of English Language Arts and Reading - Elementary, Science of Teaching Reading, and How to Teach the Core Subjects EC-6 Subject Matter.
- Principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in various courses such as the Principal and Educational Leadership module, Intro and Induction, Instructional Leadership, Human Resources, and School Culture. [19 TAC §228.30(e)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 4 ESC is in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- Region 4 ESC provides candidates with preparation and training that is sustained, rigorous, and interactive. Information from the status report and course information served as evidence of the requirement met. [19 TAC §228.35(a)(1-2)]
- Four teacher candidates and 10 non-teacher candidates reached the point of standard certification. Course lists and benchmark tracking documents served as evidence of the requirement met. [19 TAC §228.35(a)(3)]
- Region 4 ESC has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The policies can be found on the program’s website and in the candidate handbook. The candidate handbook is a part of the application and



is uploaded to the candidate's program portal once admitted. The program met the requirement. [19 TAC §228.35(a)(5)(A-B)]

- Region 4 ESC offers coursework online in the various certification fields and classes. The program's online platform is certified by Quality Matters. The program met the requirement. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification complete a minimum of 300 clock hours of required coursework and training. Course lists and certification class calendars served as evidence of the requirement met. [19 TAC §228.35(b)]
- Four teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. Field-based experience logs included the date, grade, content area, geographic location, special populations, and time served as evidence of the requirement met. A variety of FBE settings and reflections are evident. The program met the requirement. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Course lists and a scope and sequence document for the Core Subjects with STR 4-8 certification served as evidence that candidates completed required coursework in specified topics and FBEs prior to clinical teaching or internship. [19 TAC §228.35(b)(2)]
- Non-teacher candidates are required to complete 200 clock hours of coursework and training. Principal candidates complete approximately 415 clock hours of coursework. Superintendent candidates complete approximately 215 clock hours of coursework. Information from the status report, certification class syllabi, course tables, and course lists served as evidence of the requirement met. [19 TAC §228.35(c)]
- Two teacher candidates reached the point of clinical teaching and were either in the process of completing or had completed the requirement. There was insufficient evidence of the number of days completed for both clinical teachers. The program updated its clinical teaching tracking process during the review and submitted a blank clinical teaching sign-in sheet that will now be used to track clinical teaching days completed. Clinical teaching placement information is evident on the observation log. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. The program met the requirement. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii)]
- The assigned field supervisor and cooperating teacher are required to provide recommendations to the EPP regarding candidate success in clinical teaching. There was insufficient evidence of the required recommendation for the one candidate who completed clinical teaching. The program updated its recommendation process and submitted a recommendation for a recent clinical teacher that meets requirements. TEA recommends the program create a dedicated document for each recommendation to specifically identify the recommendation from each person and recommendation date in the event the recommendations are provided to the program on different days. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Two teacher candidates completed an internship. Internship placement information is evident on a dedicated document and observation form. Teaching schedules were evident as well. Both candidates held the required certification(s) for the internship. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation



instrument that captured levels of proficiency obtained. The program met the requirement. [19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]

- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Experiences were gained through either field-based experiences, clinical teaching, or an internship. Candidate records served as evidence of the requirement met. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- Fifteen non-teacher candidates had reached the practicum stage at the time of the review. TEA could verify completion of a minimum of 160 clock-hour practicum for 14 out of 15 non-teacher candidates. Candidate proficiency in the educator standards required for each certificate is determined during the practicum. The field supervisor used a standards-based observation instrument that is specific to non-teacher certification for all candidates. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)]
- The assigned field supervisor and campus site supervisor provide recommendations to the EPP regarding candidate success in the practicum. The program submitted a recommendation for non-teacher candidates who completed a practicum. TEA recommends the program create a dedicated document for each recommendation to specifically identify the recommendation from each person and recommendation date in the event the recommendations are provided to the program on different days. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Two clinical teacher candidates, two intern candidates, and 15 non-teacher candidates had reached the point of field supervision. [19 TAC §228.35(f)]
- Two cooperating teachers and two mentor teachers held the required credentials. Qualifications were verified by the employing campus with the principal's signature. There was insufficient evidence of verification of the assigned site supervisor qualifications. The program updated its process to verify qualifications during the review and submitted an updated site supervisor qualification document from a recently assigned principal site supervisor that will be used in the upcoming academic year. The program met the requirement. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Cooperating teachers, mentors, and site supervisors are required to be trained within three weeks of assignment to the candidate. Cooperating teachers and mentors are trained by their employing district. Verification of training is evident in the clinical teaching assignment document. There was insufficient evidence of the site supervisor training requirement met with the candidate records reviewed. The program submitted an updated site supervisor training verification document that will be implemented this year and meets requirements. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- The field supervisor held the required credentials appropriate for the candidate supervised. Educator certificates and resumes served as evidence of the requirement met. The program met the requirement as prescribed. [19 TAC §228.2(16)]



- All field supervisors were trained within three weeks of assignment to the assigned candidate. Training completion certificates were evidence of compliance. The program met the requirement. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to contact their candidates within the first three weeks of assignment for teacher candidates or within the first quarter of the assignment for non-teacher candidates. The program reports initial contact to TEA as the first observation for the teacher class. The program will be required to revise this since initial contact is not a classroom observation where the field supervisor can identify the candidate's proficiency. Initial contact for the non-teacher class occurs via email and serves as evidence of the requirement met for non-teacher classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct pre- and post-conferences with their assigned candidates. Pre- and post-conferences are evident for all four teacher candidates. There was insufficient evidence of pre- and post-conferences held with the records reviewed for all non-teacher candidates. The program has revised this process during the review phase and submitted a screenshot of how pre- and post-conferences will now be tracked. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Teacher and principal candidates are observed a minimum of three times for a minimum of 45 minutes. Teacher candidates who completed an internship were observed at a frequency that met the requirements for the certification held. Superintendent candidate observation times reported included the pre- and post-conference times. TEA was unable to verify the specific observation time for superintendent candidates. The program has revised the observation reporting process. Observation documents for teacher and principal candidates and the updated superintendent observation process served as evidence of the requirement met. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide written observation feedback to the candidate and campus support staff. There is sufficient evidence of written observation feedback provided to the assigned teacher candidate and the assigned cooperating teacher. The program has revised this process and submitted a screenshot of how written feedback will be provided and tracked. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct informal observations and coaching supports to their assigned candidates and collaborate with campus support staff, as appropriate. Ongoing support emails from the assigned field supervisor served as evidence of the requirement met for all certification classes. [19 TAC §228.35(g) & (h)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(g) – Field Supervision: Field Supervisor Initial Contact – Teacher Class**
Action: Update the initial contact process to be separate from an observation. An example of initial contact is the assigned field supervisor sending an email to the assigned candidate introducing themselves to the candidate within the required timeframe. Submit a written process statement detailing the updated process and the document that will be used to track initial contact; if applicable.



Based on the evidence presented, Region 4 ESC is not in compliance with 19 TAC §228.35 – Coursework, Training, Program Delivery, and On-Going Support.

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

Findings

- Region 4 ESC has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting admission, pre-service requirements, training, remediation, and recommendations. The program met the requirement. [19 TAC §228.40(a)]
- Region 4 ESC has structured assessments to measure candidate progress. Per the information in the status report and performance-based assessments submitted, the program met the requirement. [19 TAC §228.40(a)]
- Region 4 ESC has processes in place to ensure that candidates are prepared to be successful when taking their certification exams. Candidates are required to pass a practice exam with an 80% score. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- The program has a process in place for a candidate to request to change the certificate category from the category chosen at admission. The program met the requirement. [19 TAC §228.40(c)]
- Region 4 ESC uses information from a variety of sources to evaluate program design and delivery. Data collection tools and program surveys served as evidence of the requirement met. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. Candidate records reviewed served as evidence of the requirement met. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 4 ESC is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

Component VI: Professional Conduct – 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators’ Code of Ethics).

- All candidates sign an attestation agreeing to understand and abide by the Texas Educator’s Code of Ethics. Evidence, in the form of signed attestations, were found in all of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator’s Code of Ethics. Signed attestations as evidence of compliance.



Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 4 ESC is in compliance with 19 TAC §228.50 – Professional Conduct.

Component VII: Complaints Process – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP and TEA complaint policies are posted on the website and are in the candidate handbook. The program met the requirement. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 4 ESC is in compliance with 19 TAC §228.70 – Complaints Process.

Component VIII: Certification Procedures – 19 TAC Chapters 228 and 230

Findings

- Four teacher candidates held a degree at the time of standard certification as required. Official transcripts served as evidence of the requirement met. [19 TAC §230.13(a)(1)]
- Two teacher candidates were issued an intern or probationary certificate and met the coursework, field-based experience, and exam requirements prior to issuance. The program met the requirement as prescribed. [19 TAC §230.36; 19 TAC §230.37]
- Two principal candidates, four superintendent candidates, and four school counselor candidates reached the point of standard certification. All candidates met the degree requirement for standard certification. Degree transcripts served as evidence of the requirement met. The program met the requirement as prescribed. [19 TAC §239.20; 19 TAC §241.20; 19 TAC §241.60; 19 TAC §242.20]
- School counselor candidates are required to have a minimum of two years of experience as a classroom teacher when recommended for standard certification. All standard certified candidates reviewed met the years of experience requirement. Service records served as evidence of the requirement met. [19 TAC §239.20]
- Principal candidates are required to hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. All standard certified principal candidates reviewed held a valid teaching certificate and met the years of service requirement. Service records and the valid teaching certificate identified in each educator’s ECOS account served as evidence of the requirement met. [19 TAC §241.20; 19 TAC §241.60]



- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. All standard certified superintendent candidates reviewed held a valid principal certificate when recommended for standard certification. The program met the requirement. [19 TAC §242.20]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 4 ESC is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

Component IX: Integrity of Data Reported – 19 TAC Chapter 229

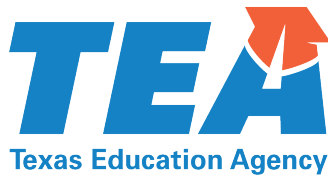
Findings

- Region 4 ESC has submitted ASEP data within the timeline required by TEA. For candidates who required revision to their reported data, the program submitted the required form to TEA for data revision assistance. The program met the requirement. [19 TAC §229.3(f)(1) and Associated Graphic]
- TEA was unable to verify if the admission date reported in the ECOS corresponded to the candidate's formal admission letter reviewed for all teacher and non-teacher candidates. The program did not meet the requirement. [19 TAC §229.3(f)(1)]
- All teacher and non-teacher candidate files reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program met the requirement. [19 TAC §229.3(f)(1)(7)]
- All teacher observation information reported to TEA corresponded to the observation information in candidate records. Though the reported observation dates aligned with the observation dates in the candidate records, the program is required to revise the observation reporting process to report formal observations only. The program did not meet the requirement. [19 TAC §229.3(f)(1)(1)]
- All non-teacher candidate observation information reported to TEA corresponded to the observation information in candidate records. Ten non-teacher candidates were observed before the observation reporting requirement. The program met the requirement. [19 TAC §229.3(f)(1)(1)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation – Teacher Classes**
Action: Update the teacher observation reporting process to report formal observations only. Submit a written statement detailing the updated process, including the staff member responsible for verifying formal observations will be reported in ASEP.

Based on the evidence presented, Region 4 ESC is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

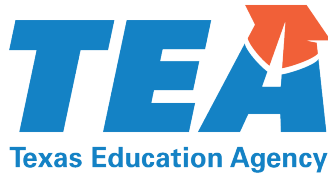


Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing. To use the 291 for certification, candidates must be recommended for certification on or before December 30, 2022. To use the 117 for certification, candidates must be recommended for certification on or before October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS FOR ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of the Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.



- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Next Steps were created collaboratively with Region 4 ESC staff.

I, the legal authority for the Region 4 ESC EPP, have reviewed the Report and agree that all required corrections will be made on or before December 3, 2022.

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date