



2021–2022 Continuing Approval Review Report Texas Tech University

Purpose

Texas Education Agency (TEA) Education Specialist, Angela Von Hatten conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for Texas Tech University on March 8, 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. Jesse Mendez, Dean, was identified as the program Legal Authority, and Dr. Donna Brasher, Director for Student Services, Certification Officer, and Backup Legal Authority was identified as the primary EPP contact for the review process. Texas Tech University was approved as an EPP on January 9, 1961. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 480 finishers for the 2019-2020 reporting year and 540 finishers for 2020-2021.

At the time of the review, Texas Tech University was approved to certify candidates in the following classes: Teacher, Principal, Reading Specialist, Educational Diagnostician, School Counselor, and Superintendent. The EPP is approved to offer preparation in the undergraduate (U), post-baccalaureate (PB), and alternative (ACP), routes to certification.

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

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

EPP staff participating in the review at various stages were Dr. Donna Brasher, Dr. Doug Hamman, Dr. Bret Hendricks, and Mrs. Karen Noles.

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 13, 2022. Additional EPP documents, including records for 40 candidates, were submitted on January 31, 2022. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



Findings, Compliance Issues, and Recommendations

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement and no follow up is required.

Component I: Governance – 19 TAC Chapter 228

Findings

- TEA relied on self-reported information contained within the Status Report to determine compliance with Governance requirements.
- It was reported that advisory committee membership, input provided by members, member training, and meeting frequency met requirements. Advisory committee meeting minutes served as evidence of the requirement met. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for Texas Tech University programs. The backup legal authority’s participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- Texas Tech University has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program’s website. [19 TAC §228.20(g)]
- Texas Tech University submitted the Status Report for the EPP Review on January 13, 2022, as required. [19 TAC §228.10(b)(1)]
- Texas Tech University has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching as of November 2015. The application is on file with TEA. [19 TAC §228.10(c)]
- Texas Tech University is required to have a published exit policy for the dismissal of candidates that is reviewed and signed by candidates upon admission. The program has a retention policy in the candidate handbook but there is insufficient evidence of the candidate signing the acknowledgment at admission. The program did not meet the requirement. [19 TAC §228.20(h)]

Compliance Issues to be Addressed (See Next Steps)

- **19 TAC §228.20(h) Exit Policy**
Action: Update the exit policy process to require candidates to sign the exit policy at admission. Submit a copy of the exit policy acknowledgment.

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, Texas Tech University is not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

Component II: Admission – 19 TAC Chapter 227



Findings

- Texas Tech University has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. [19 TAC §227.1(b), (d)]
- Texas Tech University has informed applicants of the required information about the EPP. Admission and EPP completion requirements were found on the website and in the candidate handbook for each program. The effects of supply and demand on the educator workforce and the performance of the EPP over time for the past five years were found on the website. [19 TAC §227.1(c)(1-3)]
- A total of 40 files were reviewed for evidence that admission requirements were met. They included five undergraduate teacher files, five (PB) teacher files, five (ACP) teacher files, and 25 non-teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled in the university at the time of admission. Four out of five PB and five ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. 25 non-teacher candidates held the required degree at the time of admission. Degree transcripts served as evidence of the degree held at admission. The program met the requirement as prescribed. [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 2.8 – 3.8. The program requirement for teacher and non-teacher admission is 2.75. The non-teacher GPA range was 2.99- 4. The last 60 hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- 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 files met the content hour requirement. Five alternative certification candidates were admitted to the preparation program via the previous PACT route at the time this route was in place. 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, service records, and educator certifications held served as evidence of compliance for all non-teacher candidates. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with the Texas Success Initiative (TSI) assessment. Ten PB and ACP teacher candidates met the requirement with a conferred degree. All non-teacher candidates met the requirement with a conferred degree. Degree transcripts served as evidence of the requirement met. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. The five undergraduate teacher candidates must demonstrate proficiency in reading, writing, math, and communication by completing 5 undergraduate courses with a grade of "C" or better. Non-teacher candidates met this requirement with the degree held at admission. Degree transcripts



and courses completed listed on each candidate's Degree Works profile 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 candidates were screened appropriately with an evaluative rubric that includes a cut score required for EPP admission. Principal and superintendent candidates were screened with an evaluative rubric and cut score that assessed their resume, writing sample, and professional letters of recommendation. School counselor, educational diagnostician, and reading specialist candidates were screened appropriately with an evaluative rubric and cut score. The program met the requirement. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 40 files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- All applicants are required to be formally admitted. With the candidate records reviewed during the initial submission process, there was insufficient evidence of the formal admission date for 13 out of 15 teacher candidates and 9 out of 25 non-teacher candidates. The EPP submitted updated formal admission letters for recently admitted teacher and non-teacher candidates that included admission dates that aligned with the admission date reported to TEA. The effective date of formal admission was found in the updated formal admission letters. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed

- None

Recommendations

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

Based on the evidence presented, Texas Tech University is in compliance with 19 TAC Chapter 227 - Admission Criteria.

Component III: Curriculum – 19 TAC §228.30

Findings

- The curriculum was evaluated using self-reported information contained within the Status Report to determine compliance.
- Texas Tech University 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. [19 TAC §228.30(a)]
- Per the status report, Texas Tech University uses assessments to measure candidate progress. [19 TAC §228.40(a)]
- Per the status report, Texas Tech University's curriculum is research-based. [19 TAC §228.30(b)]



- The required subject matter is included in coursework provided 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:
 - EDTP 1100, EDEL 3300, EDEL 4000, AGED 4312, ARTE 4365, MUED 4323, and FCSE 4012 for teacher candidates;
 - EDSP 5094 for educational diagnostician candidates;
 - EPCE 5370 for school counselor candidates;
 - EDLL 5340 for reading specialist candidates;
 - EDLD 5340 and EDLD 5392 for principal candidates; and
 - EDLD 6301 for superintendent candidates.
 - Dyslexia Instruction is taught in:
 - EDTP 3303, EDEL 4000, AGED 4312, ARTE 4365, MUED 4323, MUED 3311, and FCSE 4012 for teacher candidates;
 - EDSP 5093 for educational diagnostician candidates;
 - EPCE 5094 for school counselor candidates;
 - EDLL 5340 for reading specialist candidates;
 - EDLD 5340 for principal candidates; and
 - EDLD 5394 for superintendent candidates.
 - Mental health, substance abuse, and youth suicide are taught in:
 - EDTP 3303, EDEL 4000, AGED 4312, ARTE 4365, MUED 4323, and MUED 3311 for teacher candidates;
 - EDSP 5093, EDSP 5306, EDSP 5330, and EDSP 5304 for educational diagnostician candidates;
 - EPCE 5094 for school counselor candidates;
 - EDLL 5356 for reading specialist candidates;
 - EDLD 5351 for principal candidates; and
 - EDLD 5394 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:
 - EDTP 3303, EDEL 3300, EDEL 4000, AGED 4312, ARTE 4365, MUED 3312, MUED 4315, FCSE 3301, FCSE 4302, and FCSE 4308 for teacher candidates;
 - EDSP 5094, EDSP 5093, and EDSP 5396 for educational diagnostician candidates;
 - EPCE 5358 for school counselor candidates;
 - EDLL 5340 for reading specialist candidates;
 - EDLD 5340, EDLD 5392, EDLD 5320, EDLD 5310, EDLD 5370, and EDLD 5306 for principal candidates; and
 - EDLD 5394 and EDLD 6385 for superintendent candidates.
 - The importance of building strong classroom management skills is taught in:
 - EDTP 3303, EDTP 3304, EDEL 3300, EDEL 4000, AGED 4312, ARTE 4365, MUED 4315, FCSE 2102, FCSE 3301, FCSE 4302, FCSE 4304, FCSE 4306, FCSE 4308, and FCSE 4012 for teacher candidates;
 - EDSP 5306, EDSP 5330, and EDSP 5304 for educational diagnostician candidates;



- EPCE 5358 for school counselor candidates;
- EDLL 5340 for reading specialist candidates;
- EDLD 5320, EDLD 5340, EDLD 5310, EDLD 5370, and EDLD 5351 for principal candidates; and
- EDLD 5394 for superintendent candidates.
- The framework in this state for teacher and principal evaluations is taught in:
 - EDTP 3303, EDEL 4000, AGED 4312, ARTE 4365, MUED 4315, FCSE 2102, FCSE 3301, FCSE 4302, FCSE 4304, FCSE 4306, FCSE 4308, and FCSE 4012 for teacher candidates;
 - EDSP 5093 and EDSP 5094 for educational diagnostician candidates;
 - EPCE 5358 for school counselor candidates;
 - EDLL 5340 for reading specialist candidates;
 - EDLD 5320, EDLD 5310, EDLD 5370, EDLD 5306, EDLD 5385, and EDLD 5392 for principal candidates; and
 - EDLD 5394 for superintendent candidates.
- Appropriate relationships, boundaries, and communications between educators and students are taught in:
 - EDEL 3300, EDEL 4000, AGED 4312, ARTE 4365, MUED 4315, and FCSE 2102, FCSE 4302, FCSE 4304, FCSE 4306, FCSE 4308, and FCSE 4012 for teacher candidates;
 - EDSP 5307 for educational diagnostician candidates;
 - EPCE 5370 for school counselor candidates;
 - EDLL 5340 for reading specialist candidates;
 - EDLD 5340 for principal candidates; and
 - EDLD 5394 and EDLD 6481 for superintendent candidates.
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in:
 - EDIT 3318, AGED 4312, ARTE 4365, MUED 4315, FCSE 4308 and FCSE 4012 for teacher candidates;
 - EDSP 5301 for educational diagnostician candidates;
 - EPCE 5358 for school counselor candidates;
 - EDIT 3118 for reading specialist candidates;
 - EDLD 5392 for principal candidates; and
 - EDLD 5394 and EDLD 6385 for superintendent candidates.
- Instruction in English Language Proficiency Standards (ELPS) is taught in various teaching courses such as EDEL 3300, EDTP 1102, AGED 4306, MUAL 4000, and FCSE 4306.
- The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in EDLL 3351.
- For certificates that include early childhood education and prekindergarten, the Pre-k Guidelines are taught in EDLL 3351, MUSI 1101, MUED 3311, and EC 3313. [19 TAC §228.30(d)(3)]
- The Texas Teacher Standards which encompass instructional planning and delivery, knowledge of students and student learning, content knowledge and expertise, learning environment, data-driven practice, and professional practices and responsibilities are taught in various teacher



courses such as EDTP 4302, EDTP 4380, EDEL 4000, MUED 3312, FCSE 4012, and EDTP 1102. [19 TAC §228.30(d)(4)]

- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in EDLD 5340 and EDLD 5392. [19 TAC §228.30(e)]

Compliance Issues to be Addressed

- None

Recommendations

- Review curriculum items to ensure candidates have multiple opportunities for real-world experiences through performance-based assessments.

Based on the evidence presented, Texas Tech University is in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- Texas Tech University provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Teacher candidates are required to maintain a grade of “C” or better in professional education courses. Candidate transcripts and course information from the status report served as evidence of the requirement met. [19 TAC §228.35(a)(1-2)]
- Eight teacher candidates and 9 non-teacher candidates reached the point of standard certification. TEA can verify courses completed for 7 out of 8 teacher candidates and 9 non-teacher candidates with the DegreeWorks transcript. The program met the requirement. [19 TAC §228.35(a)(3)]
- Texas Tech University has procedures for allowing relevant military experiences, and procedures for allowing prior experience, education, or training. The policies can be found on the university’s website for applicants and candidates to view. The program met the requirement. [19 TAC §228.35(a)(5)(A-B)]
- Texas Tech University offers some coursework online in the various certification fields and classes. The program is accredited through the university’s Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). [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. DegreeWorks transcripts served as evidence of the requirement met. [19 TAC §228.35(b)]
- Teacher candidates are required to complete field-based experiences (FBEs) prior to clinical teaching or internship. One teacher candidate certifying as a Teacher of Visual Impairments is not required to complete FBEs. There was insufficient evidence of FBEs completed for 8 out of 11 candidates with the initial candidate records reviewed. The EPP submitted FBE logs for current candidates that include placement information that serves as evidence of the



requirement met. The program now meets the requirement. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]

- With the initial candidate records reviewed, TEA was unable to verify pre-service coursework for 6 out of 12 candidates. The EPP submitted updated course trackers for current candidates that included evidence of required coursework in specified topics and FBEs prior to clinical teaching or internship. The program now meets the requirement. [19 TAC §228.35(b)(2)]
- Candidates in the non-teacher class of certification are required to earn 200 clock hours of coursework and training. Nineteen out of 22 candidate records include DegreeWorks transcripts that serve as evidence of the requirement met. [19 TAC §228.35(c)]
- Eleven teacher candidates reached the point of clinical teaching or an internship and were either in the process of completing or had completed the requirement. Clinical teaching and internship placement information was evident in the TK20 education system. The internship candidate held an intern certificate in the certificate category sought. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained for teacher candidates certifying in the undergraduate and alternative routes. The evaluative rubric for PB clinical teacher candidates is not aligned to evaluate a candidate's proficiency in the Texas educator standards for the certification sought. The EPP met the requirement for the undergraduate and alternative certification routes only. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 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)]
- The field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching. There was insufficient evidence of the requirement met with the initial candidate records reviewed. The EPP submitted clinical teaching recommendations for current teacher candidates that include evidence of the requirement met. The program now meets the requirement. [19 TAC §228.35(e)(2)(A)(iii)]
- All candidates in the teacher class of certification have received coursework and training that aligned with the certification sought. DegreeWorks transcripts served as evidence of compliance for all teacher files reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Candidates started FBEs or training at the beginning of the school year. FBE logs and clinical teaching placement information 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)]
- Twenty non-teacher candidates completed or were in the process of completing a 160-hour practicum. There was insufficient evidence of practicum information and evaluation of candidate proficiency with the initial candidate records reviewed. The EPP submitted updated practicum logs and aligned evaluative rubrics for current non-teacher candidates that provide evidence of the requirement met. The program now meets the requirement. [19 TAC §228.35(e)(8)]
- Field supervisors and campus site supervisors are required to provide recommendations to the EPP regarding candidate success in the practicum. There was insufficient evidence of the



practicum recommendations with the initial candidate records reviewed. The EPP submitted updated non-teacher candidate practicum recommendations for current candidates that provide evidence of the requirement met. The program now meets the requirement. [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. Ten clinical teacher candidates, one intern candidate, and 17 out of 20 non-teacher candidate records include evidence of assigned staff. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- Cooperating teachers, mentors, and site supervisors must be qualified to serve in their respective roles. There was insufficient evidence of the qualification met for assigned cooperating teachers, mentors, and site supervisors with the initial candidate records reviewed. The EPP submitted updated qualification documents for currently assigned cooperating teachers, mentors, and site supervisors that provides evidence of the requirement met. The program now meets requirements. [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. There was insufficient training evidence with the initial candidate records reviewed. The EPP submitted training evidence for currently assigned cooperating teachers, mentors, and site supervisors that provides evidence of the requirement met. The program now meets requirements. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidate files reviewed that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Ten clinical teacher candidates, one intern candidate, and 20 non-teacher candidates were assigned a field supervisor. Training placement information served as evidence of the requirement met. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- All field supervisors assigned to teacher and non-teacher candidates held the required credentials. Resumes and educator certificates served as evidence of the requirement met. [19 TAC §228.2(16)]
- Field supervisors are required to be trained within three weeks of assignment to the candidate. There was insufficient evidence of the training requirement with the initial candidate records reviewed. The EPP submitted training evidence for currently assigned field supervisors that served as evidence of compliance. The program now meets requirements. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to contact the assigned candidate within the first three weeks of assignment for teacher candidates or a first contact within the first quarter of the assignment for non-teacher candidates. There was insufficient evidence of initial contact with the initial candidate records reviewed. The EPP submitted initial contact emails from currently assigned field supervisors that served as evidence of the requirement met. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Observation documents completed by the assigned field supervisor served as evidence of the requirement met. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (See Next Steps)



- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Proficiency – Teacher Class – Post- Baccalaureate route**

Action: Submit a blank observation document that will be used to assess a candidate’s proficiency during the clinical experience (clinical teaching or internship) that is aligned appropriately.

Recommendations

- Review the program’s teacher course sequence to ensure candidates have a variety of performance-based assessments throughout their time in the program.
- Strengthen the written feedback process between the field supervisor and the assigned candidate.

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

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

Findings

- Texas Tech University has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. The program uses a Professional Improvement Plan process for each teacher candidate to track growth and support throughout their enrollment with the EPP. The program exceeds the requirement for the teacher class and meets the requirement for the non-teacher classes. [19 TAC §228.40(a)]
- Texas Tech University has structured assessments to measure candidate progress. The EPP utilizes certification-specific assessments and case studies to assess student learning. The program met the requirement. [19 TAC §228.40(a)]
- Texas Tech University has processes in place to ensure that candidates are prepared to be successful in their certification exams. The EPP requires teacher candidates to demonstrate test readiness through 240 Tutoring. Non-teacher candidates complete a practice test developed by the EPP specific to the certification sought. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Texas Tech University uses information from a variety of sources to evaluate program design and delivery such as student satisfaction and perception surveys. The EPP hosts a “Data Day” where EPP staff evaluate student data to assess student success and identify areas of growth. The program met the requirement. [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. The additional documents submitted throughout the review served as evidence of the requirement met. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- None



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

Component VI: Professional Conduct – 19 TAC §228.50

Findings

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

- All candidates adhere to 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 served as evidence of compliance.

Compliance Issues to be Addressed

- None

Based on the evidence presented, Texas Tech University is in compliance with 19 TAC §228.50 - Professional Conduct.

Component VII: Complaints Process – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website and in the candidate handbook. The EPP meets the requirement as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

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

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

Findings



- Teacher candidates have met degree requirements for certification. Eight teacher candidates who had achieved standard certification held a degree. Official transcripts served as evidence of the requirement met. [19 TAC §230.13(a)(1)]
- One teacher candidate was issued an intern certificate and met the coursework, field-based experience, and exam requirements prior to issuance. The program met the requirement. [19 TAC §230.36]
- Records for the teacher candidates who were standard certified included benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Two principal candidates reached the point of standard certification. Both candidate records included official transcripts which verified the degree requirement was met prior to standard certification. Three educational diagnostician candidates reached the point of standard certification and met the requirements. None of the reading specialist candidates reviewed had reached the point of standard certification. Three superintendent candidates reached the point of standard certification in the post-baccalaureate route and were awarded the certification prior to the conferred doctoral degree. The EPP will be required to revise its standard certification process for superintendent candidates certifying in the PB route. The program met the requirement for the principal, educational diagnostician, and reading specialist classes only. [19 TAC §239.84; 19 TAC §239.93; 19 TAC §241.60; 19 TAC §242.20]
- School counseling candidates are required to hold a 48-hour master’s degree in counseling if admitted after 9/1/2019. One candidate who had achieved standard certification was admitted to the EPP prior to 9/1/2019 and met the degree requirement in place at the time. The official degree transcript served as evidence of the requirement met. [19 TAC §239.20(3)]
- 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. Service records and the valid teaching certificate identified in each educator’s ECOS account served as evidence of the requirement met. [19 TAC §241.60]
- Educational diagnostician candidates are required to hold a valid teaching certification and have at least three creditable years of teaching experience as a classroom teacher. Service records and the valid teaching certificate identified in each educator’s ECOS account served as evidence of the requirement met. [19 TAC §239.84]
- 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 held the required principal certificate. The certificate identified in each educator’s ECOS account served as evidence of the requirement met. [19 TAC §242.20]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §242.20 Non-Teacher Certification: Degree – Superintendent class**
Action: Revise the standard certification recommendation timeline for superintendent candidates certifying in the post-baccalaureate route to certify candidates once the degree confers to align with the TAC definition of the post-baccalaureate route or admit superintendent



candidates in the alternative certification route and allow the degree to be conferred separately from the EPP.

Based on the evidence presented, Texas Tech University is not in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- Texas Tech University submitted Accountability System for Educator Preparation (ASEP) reports within the timeline required by TEA. For candidates who required revision to their reported data, the EPP submitted the required form to TEA for data revision assistance. Fourteen out of 15 teacher candidate files were accurately reported for all certification areas for which they were admitted. The EPP submitted a data fix to revise one teacher candidate’s reported certificate area. The program met the requirement. [19 TAC §229.3(f)(1) and Associated Graphic]
- Two out of 15 teacher candidate files reviewed contained a formal offer of admission that did not correspond to the admit date in (ASEP). The EPP submitted updated formal admission letters for recently admitted candidates with admission dates that are aligned with the reported admission date. The program met the requirement. [19 TAC §229.3(f)(1)]
- Fourteen out of 25 non-teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in ASEP. The EPP submitted updated formal admission letters for recently admitted candidates with admission dates that are aligned with the reported admission date. The program met the requirement. [19 TAC §229.3(f)(1)]
- Nine out of 15 teacher candidate files reviewed contained an admission GPA that did not correspond to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program did not meet the requirement. [19 TAC §229.3(f)(1)(7)]
- Fifteen out of 25 non-teacher files contained a GPA that did not correspond to the GPA reported or TEA was unable to verify the admission GPA with the candidate records reviewed. The program did not meet the requirement. [19 TAC §229.3(f)(1)(7)]
- Observation information reported to TEA for five out of 10 teacher candidates did not correspond to the observation information in the candidates’ records. The program did not meet the requirement. [19 TAC §229.3(f)(1)(1)]
- Observation information reported to TEA for eight out of 16 non-teacher candidates did not correspond to the observation information in the candidates’ records. The program did not meet the requirement. [19 TAC §229.3(f)(1)(1)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported: Accurately**
Teacher Class – Admission GPA and observation reporting
Action: Update the program’s reporting process to ensure candidate data is reported accurately.



Submit a written statement identifying the updated reporting process, including the staff member responsible for verifying the reported data is accurate.

Principal, Superintendent, School Counselor, and Educational Diagnostician classes – Admission GPA

Action: Update the program’s reporting process to ensure candidate data is reported accurately. Submit a written statement identifying the updated reporting process, including the staff member responsible for verifying the reported data is accurate for each certification class. If the same staff member will be responsible for verifying data reported for all non-teacher classes identified, provide that information in the written statement.

Educational Diagnostician and Reading Specialist classes – Observation reporting

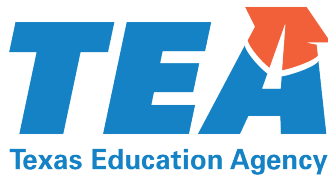
Action: Update the program’s reporting process to ensure candidate data is reported accurately. Submit a written statement identifying the updated reporting process, including the staff member responsible for verifying the reported data is accurate for each certification class. If the same staff member will be responsible for verifying data reported for all non-teacher classes identified, provide that information in the written statement. As of 9/1/2019, non-teacher observation data is required to be reported to TEA.

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

Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing effective January 1, 2022. To use the 291 for certification, candidates must be recommended for certification on or before December 30, 2022. To use the 117 for certification, candidates must be recommended for certification on or before October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS FOR ALL EPPS



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

SUMMARY

Next Steps were created collaboratively with the Texas Tech University staff.

I, the legal authority for Texas Tech University, 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