



2021–2022 Continuing Approval Review Report Region 11 Education Service Center (220950)

Purpose

Texas Education Agency (TEA) Education Specialist, Angela Von Hatten, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for the Region 11 Education Service Center (ESC) on February 14, 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. Clyde Steelman, Executive Director, was identified as the program Legal Authority and Kayce Hale, Coordinator and Certification Officer was identified as the primary EPP contact for the review process. The Region 11 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 2 (medium). The EPP reported 54 finishers for the 2019-2020 reporting year and 138 finishers for 2020-2021.

At the time of the review, the Region 11 ESC was approved to certify candidates in the alternative route in the following classes: Teacher, Principal, and Superintendent.

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.

Kayce Hale was the EPP staff member who participated in the review at various stages.

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 26, 2022. Additional EPP documents, including records for 15 candidates, were submitted on February 14, 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 11 ESC’s preparation program. The participation of the primary point of contact in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- Region 11 ESC has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- Region 11 ESC submitted the Status Report for the EPP Review on January 26, 2022, as required. [19 TAC §228.10(b)(1)]
- Region 11 ESC has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on July 14, 2004. The application is on file with TEA. [19 TAC §228.10(c)]

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 11 ESC is in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

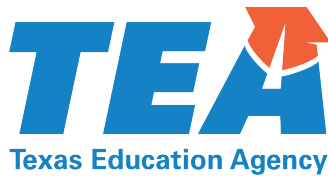
Component II: Admission - 19 TAC Chapter 227

Findings

- Region 11 ESC has informed applicants and candidates about the required information regarding criminal history. The information was found in the candidate handbook and website for each program. [19 TAC §227.1(b), (d)]
- Region 11 ESC has informed applicants of the required information about the EPP. Admission and EPP completion requirements were found in candidate handbooks which are linked on the EPP website. 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 program’s website. [19 TAC §227.1(c)(1-3)]



- A total of 15 files were reviewed to verify admission requirements were met. They included five alternative certification program (ACP) teacher files and 10 non-teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. The principal candidates held the minimum of a master's degree at the time of admission. The superintendent candidates held a master's degree at the time of 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 2.71 – 3.39. The program requirement for teacher admission is 2.75. The EPP has sometimes admitted candidates with less than a 2.75 in the last 60 semester credit hours completed. The non-teacher GPA range was 3.09- 4. The program requirement for non-teacher admission is 3.0. 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 included content hours that ranged from 22 – 53 hours. Three candidates who met the content hour requirement also took the previous PACT exam for EPP admission. 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 certifications held at admission served as evidence of the requirement met 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. All teacher and non-teacher candidates met the requirement with official transcripts noting a 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 the time of 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. All teacher candidate records included admission interviews with evaluative rubrics that identified a cut score for admission. There was insufficient evidence of two screens for principal and superintendent candidates with the initial candidate records reviewed. The EPP submitted an admission interview and essay with evaluative rubrics that identified a cut score for two recently admitted principal and superintendent candidates that provide evidence of the requirement met. The program meets the requirement. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- Fourteen out of 15 files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- Teacher candidates were required to submit an admission essay as an additional admission requirement. Non-teacher candidates were required to submit professional references as an additional admission requirement. Essays with evaluative rubrics were evident in all teacher candidate records. Professional references were evidence in recently admitted non-teacher candidate records. The program met the requirement as prescribed. [19 TAC §227.10(a)(9); 19 TAC §227.10(b)]



- All applicants are required to be formally admitted with the effective date of formal admission embedded in the written notification. Formal admission letters were evident in the candidate records reviewed but there is insufficient evidence to determine the admission date and compliance with this rule for 4 out of 5 teacher admission letters and all non-teacher admission letters. The program did not meet the requirement for all certification classes. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f) – Formal Admission – Teacher, Principal, and Superintendent classes**
Action: Update the formal admission letter process to include the formal admission date in the written notification. This could be a specific date, the formal admission letter date, or an admission term. Submit the updated formal admission letter that will be used for each certification class.

Based on the evidence presented, Region 11 ESC is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

Component III: Curriculum – 19 TAC §228.30

Findings

- Compliance with curriculum requirements was determined using self-reported information contained within the Status Report.
- Region 11 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. [19 TAC §228.30(a)]
- Region 11 ESC uses assessments to measure candidate progress. Performance-based assessments were evident in the program documents reviewed. [19 TAC §228.40(a)]
- Per the status report, Region 11 ESC curriculum is research-based. The EPP utilized scientifically-based research to revise the curriculum such as researching the effectiveness of microteaching to support effective teaching strategies. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in each certification class. [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:
 - Educator Professionalism: Code of Ethics for teacher candidates;
 - Orientation and School Law for principal candidates; and
 - TExES Exam Prep, Ethics, Continuous Improvement, and Decision-Making Tools for superintendent candidates.
 - Dyslexia Instruction is taught in:
 - Special Populations: Dyslexia for teacher candidates;



- Special Populations for principal candidates; and
- Media Relations/Communications & Dyslexia Overview for superintendent candidates.
- Mental health, substance abuse, and youth suicide are taught in:
 - Youth Mental Health First Aid for all 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:
 - Data-Driven Instruction, Lesson Planning, Lesson Labs, Lesson Presentation, Content Area Course, and Educator Professionalism: Statewide Assessment for teacher candidates;
 - AEL, Orientation, Mentor orientation, School Vision and Culture, Time Management and Decision-Making, Budget and Finance, Effective Schools Framework, Community Involvement, Data-Driven Instruction, Curriculum/Alignment, Accountability, CTE, Gifted and Talented, Title 1, Early Childhood, and SPED for principal candidates; and
 - Strategic Planning & Instructional Improvement; District Culture Continuous Improvement, Ethics, and Decision-Making Tools for superintendent candidates.
- The importance of building strong classroom management skills is taught in:
 - Classroom Management, Behavior Management, and Classroom Management Synthesis for teacher candidates;
 - PBIS, Campus Discipline, and School Vision and Culture for principal candidates; and
 - Budget Development, Financial Planning, and Curriculum & Instruction for superintendent candidates.
- The framework in this state for teacher and principal evaluations is taught in:
 - Educator Professionalism: T- TESS for teacher candidates;
 - T-TESS and Instructional Coaching/Observation Feedback for principal candidates; and
 - Maintenance Review & Hiring and Supervision & Evaluation of Personnel for superintendent candidates.
- Appropriate relationships, boundaries, and communications between educators and students are taught in:
 - Educator Professionalism: Professional Communication and Code of Ethics for teacher candidates;
 - School Law and Communication with Stakeholders-link for principal candidates; and
 - TExES Exam Prep Ethics for superintendent candidates.
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in:
 - Digital Learning and Advanced Instructional Technology for Teacher candidates;
 - Leading in a Digital World for principal candidates; and
 - Digital Literacy for superintendent candidates.



- Instruction in English Language Proficiency Standards (ELPS) is taught in Content Course, Lesson Planning, Capstone Course, Special Populations, and ESL Certification Training.
- The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in the course Teacher: Science of Teaching Reading.
- Principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in courses such as Foundations of Leadership, Communication with Stakeholders, and Data-Driven Instruction. [19 TAC §228.30(e)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 11 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 11 ESC is required to provide candidates with adequate preparation and training that is sustained, rigorous, and interactive. With the candidate records reviewed, there is insufficient evidence of coursework that aligns with TAC requirements. For the teacher class, candidates are required to receive a minimum of 270 clock hours of coursework aligned to the educator standards for the certification sought. For the principal and superintendent classes, candidates are required to receive a minimum of 200 clock-hour of coursework aligned to the educator standards for the certification sought with limited hours awarded for exam preparation and orientations. Hours awarded for program celebrations, intern and mentor observations, evaluative training, or district/campus conferences and training do not meet TAC requirements. The program did not meet the requirement for all certification classes. [19 TAC §228.35(a)(1-2); 19 TAC §228.35(b); 19 TAC §228.35(c)]
- Two teacher candidates and 7 non-teacher candidates reached the point of standard certification. With the candidate records reviewed, there is insufficient evidence of coursework provided that meets TAC requirements. The EPP will be required to revise its coursework hours to award hours that are aligned to the Texas educator standards for the certification sought for all certification classes. [19 TAC §228.35(a)(3)]
- Region 11 ESC has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The policies are evident on the program's website for applicants and candidates to view. The program met the requirement. [19 TAC §228.35(a)(5)(A-B)]
- Region 11 ESC offers some coursework online in the various certification fields and classes. The EPP is in the process of online course accreditation through Quality Matters. The program met the requirement. [19 TAC §228.35(a)(6)(B-C)]



- Four teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. One candidate left the EPP during the pre-service phase. FBE classroom observation checklist with log, observation reports, and reflections are evident. Candidates completed a minimum of 30 hours in a variety of settings. The EPP verifies FBE completion and signs the checklist for approval. The program met the requirement. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Teacher candidates are required to complete coursework in specified topics and FBEs prior to clinical teaching or internship. There was insufficient evidence of pre-service requirements completed with the initial candidate records reviewed. The EPP submitted pre-service documents for recently enrolled candidates that provide evidence of the requirement met. Once pre-service requirements are complete, the EPP sends candidates a Phase 1 (pre-service) completion letter notifying candidates of their next steps. The program met the requirement. [19 TAC §228.35(b)(2)]
- Three teacher candidates had 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 documents were evident for each candidate. For candidates who completed an internship, the required certifications were held and aligned to the certification sought. One candidate resigned during the internship. Certificate deactivation documents are evident for the resigned intern. The assigned field supervisor is required to observe candidate proficiency in the educator standards using a standards-based observation instrument that captured levels of proficiency obtained. There was insufficient evidence of this requirement met for all candidates. The program does not meet the proficiency requirement. [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 assigned field supervisor and cooperating teachers (clinical teaching) or campus administrators (internships) are required to provide recommendations to the EPP regarding candidate success in clinical teaching or internship. For the two candidates who completed the clinical experience, the required recommendations were evident. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Teacher candidates are required to participate in experiences with a full range of professional responsibilities including the start of the school year. All internship candidates started the internship at the beginning of the year. For the one teacher who completed clinical teaching, field-based experiences were completed in the summer which did not meet the requirement in place at the time. [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)]
- Non-teacher candidates are required to complete a minimum of 160 clock-hour practicum. Ten non-teacher candidates had reached the point of practicum. There was insufficient evidence of the required practicum completed with the initial candidate records reviewed. The EPP submitted updated practicum logs for recent candidates that include hours and activities completed that aligned with the certification sought. The EPP verifies the practicum hours and activities completed on a dedicated verification form. The assigned field supervisor is required to observe candidate proficiency in the educator standards using a standards-based observation



instrument that captured levels of proficiency obtained. There was insufficient evidence of this requirement met for all candidates. The program does not meet the proficiency 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 recommendations provided with the initial candidate records reviewed. The EPP submitted practicum recommendations for recent candidates that now meet requirements. [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. One clinical teacher candidate, two intern candidates, and 10 non-teacher candidates were assigned the appropriate support staff during training. Training placement documents and mentor agreements served as evidence of the requirement met. [19 TAC §228.35(f)]
- The cooperating teacher, mentor teachers, and site supervisors held the required credentials. A district agreement document that includes a district verification of the credentials held served as evidence of the requirement met. [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 by the EPP within three weeks of assignment to the candidate. There was insufficient evidence of the requirement met with the initial candidate records reviewed. The EPP submitted training verification documents for recently assigned cooperating teachers, mentors, and site supervisors that serves as evidence of the requirement met. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Candidates who reached the clinical teaching, internship, or practicum stage are required to be assigned to a field supervisor. All candidates who reached the point of the supervised clinical experience were assigned a field supervisor. The program met the requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors are required to hold the required credentials appropriate for the candidate supervised. There is insufficient evidence of the requirement met with the candidate records reviewed for all certification classes. The program did not meet this requirement. [19 TAC §228.2(16)]
- Field supervisors are required to be trained within three weeks of assignment to the assigned candidate. There was insufficient evidence of the requirement met with the initial candidate records reviewed. The EPP submitted a training completion certificate for recently assigned field supervisors that now meets requirements. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to initiate first contact 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 and provide ongoing support and written feedback to the candidate throughout the training stage. There was insufficient evidence of the initial contact requirement was met with the initial candidate records reviewed. The EPP submitted initial contact evidence for recently assigned field supervisors that now meet requirements. Ongoing support and written feedback are evident on observation documents and field supervisor emails. The program met the requirement. [19 TAC §228.35(g) & (h)]



- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Observation documents that identify the duration, frequency, and format are evident. Pre- and post-conferences were conducted as required. The program met the requirement. TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(a)(1) Coursework & Training: Adequate Preparation; 19 TAC §228.35(a)(2) Coursework & Training: Quality of Coursework; 19 TAC §228.35(a)(3) Coursework & Training: Coursework Completion; 19 TAC §228.35(b) Coursework Hours: Required Hours-Teacher Certification; 19 TAC §228.35(c) Coursework Hours: Required Hours-Non- Teacher – Teacher, Principal, and Superintendent classes**
Action: Update the coursework provided to include courses that are specific to the certification sought that include instruction aligned with TAC requirements. Submit an updated course list for each certification class.
- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Proficiency; 19 TAC §228.35(e)(2)(B)(vii) Skills Implementation: Successful Internship-Candidate Proficiency – Teacher class**
Action: Update and submit the teacher candidate observation document to include an evaluative rubric that identifies levels of proficiency observed.
- **19 TAC §228.35(4) Skills Implementation: First of Year Experiences – Teacher class**
Action: Update the program’s process to verify that beginning of the year experiences occur in alignment with TAC requirements. Submit a written statement detailing how the EPP will verify that each teacher candidate completes the required experience.
- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience – Principal and Superintendent classes**
Action: Update and submit the non-teacher candidate observation document to include an evaluative rubric that identifies levels of proficiency observed.
- **19 TAC §228.2(16) Field Supervision: Field Supervisor Qualifications – Teacher, Principal, and Superintendent classes**
Action: Update the program’s process of verifying all field supervisor qualifications identified in TAC. Submit a written statement detailing how the EPP will verify that the assigned field supervisors meet the qualifications. If applicable, the EPP can submit a qualification verification document as well.

Recommendations

- Review the program’s teacher course sequence to ensure candidates have a variety of performance-based assessments throughout their time in the program.

Based on the evidence presented, Region 11 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 11 ESC has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. EPP staff verify requirements at various stages during the candidate’s enrollment. EPP staff signatures are evident. The program met the requirement. [19 TAC §228.40(a)]
- Region 11 ESC has structured assessments to measure candidate progress. Performance-based assessment served as evidence of the requirement met. [19 TAC §228.40(a)]
- Region 11 ESC has processes in place to ensure that candidates are prepared to be successful in their certification exams. Practice exams for the content-specific and Pedagogy & Professional Responsibilities exams are evident. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Region 11 ESC uses information from a variety of sources to evaluate program design and delivery. End-of-program evaluations and surveys for candidates who left the EPP before standard certification are evident. The EPP’s advisory committee collaborates on program processes and determines best practices. 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 or Candidate records reviewed at various stages of the review process served as evidence of the requirement met. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 11 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).

- Candidates are required to adhere to 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 are required to adhere to 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.

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 11 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 complaint policy is evident in the candidate handbook which can be found on the program’s website for each certification class. The handbook and program website includes a link to TEA’s formal complaints policy. The program met the requirement as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 11 ESC 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. The two teacher candidates who reached the point of standard certification held the required degree. Official transcripts noting the degree conferred served as evidence of the requirement met. [19 TAC §230.13(a)(1)]
- Two teacher candidates were 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]
- Two principal candidates and five superintendent candidates reached the point of standard certification. All candidates had official transcripts noting a conferred degree prior to standard certification. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §242.20]
- 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. The principal candidates who obtained standard certification held a valid teaching



certificate. TEA used the certifications in ECOS to determine compliance. The program met the requirement. [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. Four out of five standard certified superintendent candidates held a valid principal certificate and one candidate met the requirement through the managerial experience allowance. The program met the requirement. [19 TAC §242.20]

Compliance Issues to be Addressed

- None

Based on the evidence presented, Region 11 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 11 ESC has submitted ASEP reports within the timeline required by TEA. Corrections had to be made by the program and they were done within the timeline required by TEA for the 18-19 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- TEA was unable to verify if the admission dates reported in ECOS aligned with the admission date provided by the EPP to the candidate with the records reviewed. The formal admission letters reviewed did not include the candidate's formal admission date for four out of five teacher candidates and all non-teacher candidates chosen for the review. The program did not meet the admission reporting requirement for all certification classes. [19 TAC §229.3(f)(1)]
- Region 11 ESC is required to report candidate observation data to TEA in ASEP. For the teacher class, all 3 candidate records reviewed aligned with the data reported. For the principal class, 2 out of 4 records aligned with the data reported. One candidate is currently being observed and one was observed prior to the reporting requirement. For the superintendent class, four candidate records aligned with the data reported. One candidate was observed prior to the reporting requirement. The program met the requirement. [19 TAC §229.3(f)(1)(1)]
- All GPAs reported to TEA in ECOS aligned with the GPAs identified in the candidate records reviewed. The program met the requirement. [19 TAC §229.3(f)(1)(7)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §229.3(f)(1) – Admission reporting – Teacher, Principal, and Superintendent classes**
Action: Submit a written response detailing the program's updated admission reporting process, including the EPP staff member responsible for verifying the admission date embedded in the formal admission letter.



Based on the evidence presented, Region 11 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 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 Region 11 ESC staff.

I, the legal authority for the Region 11 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