

# Processes to Support People: Building Systems for Program Efficiency

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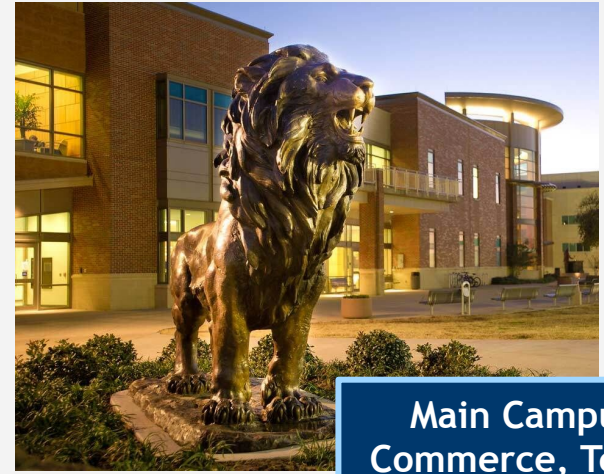
TEXAS A&M UNIVERSITY

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COMMERCE

# EPP Overview

- Size
- Geographic Area
- Certificate Classes, Categories, & Routes
- Locations & Modalities



**Main Campus  
Commerce, Texas**



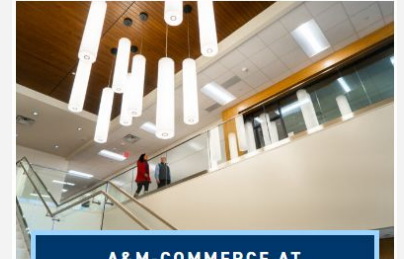
**A&M-COMMERCE AT CHEC**



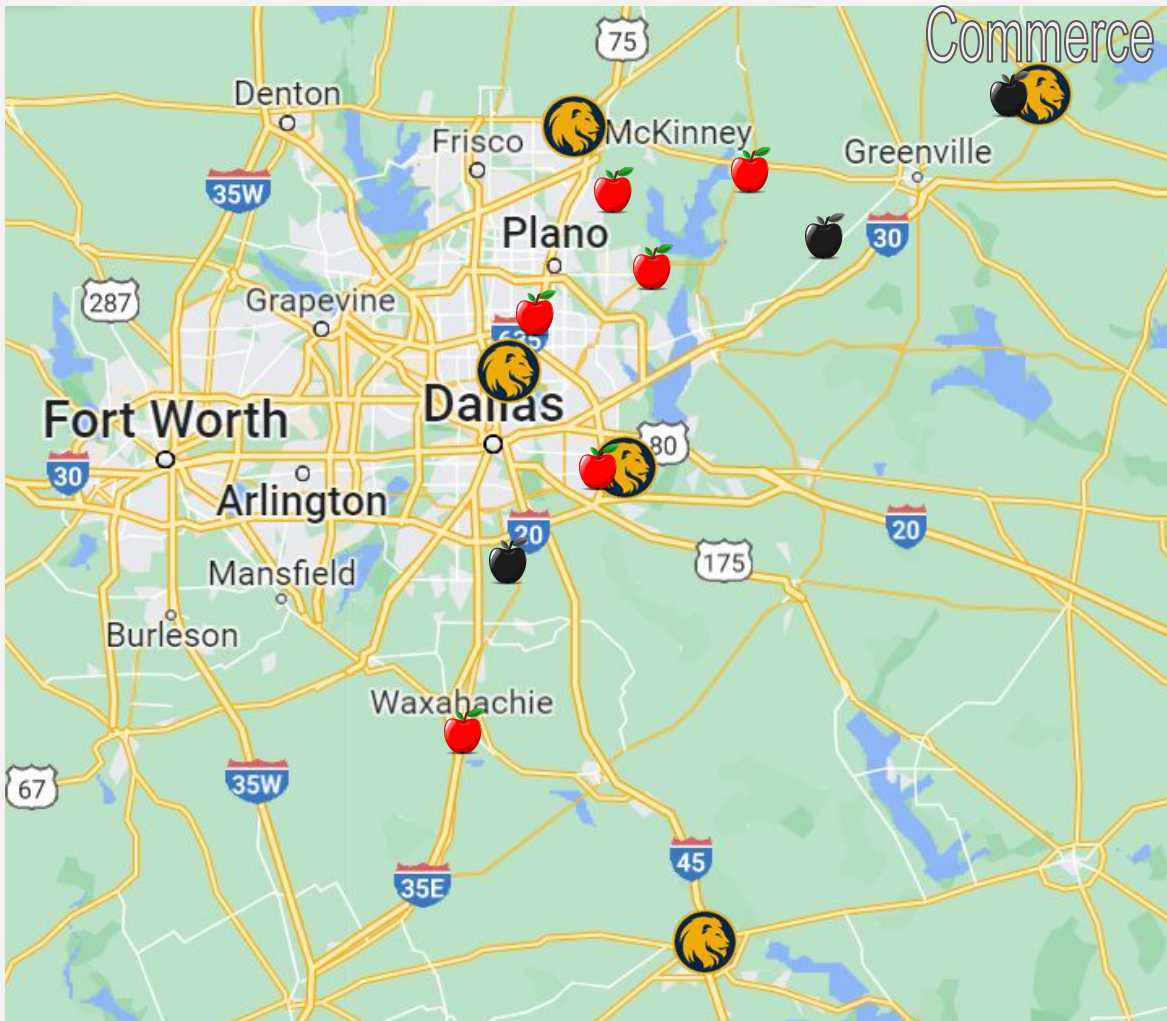
**A&M-COMMERCE AT  
DALLAS**



**A&M-COMMERCE AT  
NAVARRO COLLEGE**



**A&M-COMMERCE AT  
MESQUITE METROPLEX  
CENTER**



**Campus Locations**



**Current Residency Partnership Districts**



**Residency Partners Projected for Fall 2024 Start**



**July**  
 Students @ New Teacher 27th  
 Send Field exp. Binders by July 31  
 Annual FS EPP Training/coaching  
 TTESS Training Current for all FS  
 After mini - 1 hour

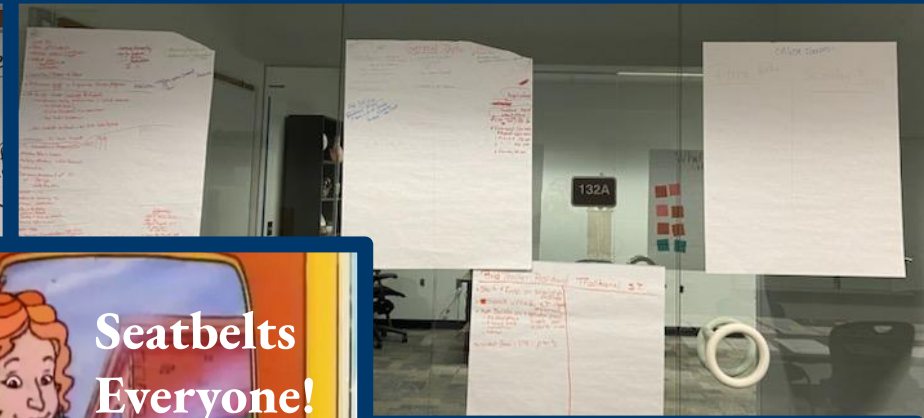
**August**  
 7th - 1st Day w/ Students (Must start)  
 8/18 → Deadline for Host T. training  
 → Co-teaching  
 → Mentoring/coaching  
 Ret. training in PD or use RIO?  
 Host reports progress x 1  
 2 meetings → HT/FS  
 1 w/ Principal  
 8/28 Initial contact done/documented by day (Sue's)

**September**  
 Formal 1st Observation Due w/ 9/4 (later Day so really 9/1 (4 wks))  
 Informal Obs.  
 Host reports progress x 1  
 2 meetings → HT/FS  
 Informal total 4-15 min

**October**  
 Informal Obs.  
 HT reports prog. x 1  
 2 meetings → HT/FS  
 Informal total

**Nov.**  
 Informal Obs.  
 Formal Observation somewhere in first semester

**Dec.**



A whiteboard covered with numerous colorful sticky notes (yellow, green, orange, pink) and small printed cards. The notes contain various reminders, dates, and instructions related to the curriculum or teacher training process.

**Testing**  
 1st Attempt  
 Diagnostic - 80%  
 or Practice exam - 80%  
 2nd Attempt  
 Practice exam - 80%  
 (+) (each competing)

- multiple areas (sed, music)

**Good Study Resources**  
 Content Knowledge  
 Mometrix  
 Released STAAR

- Content Prep Manual  
 \* Strategy + practice questions  
 \* test layout  
 → some on-line practice, interactive tests 8/10

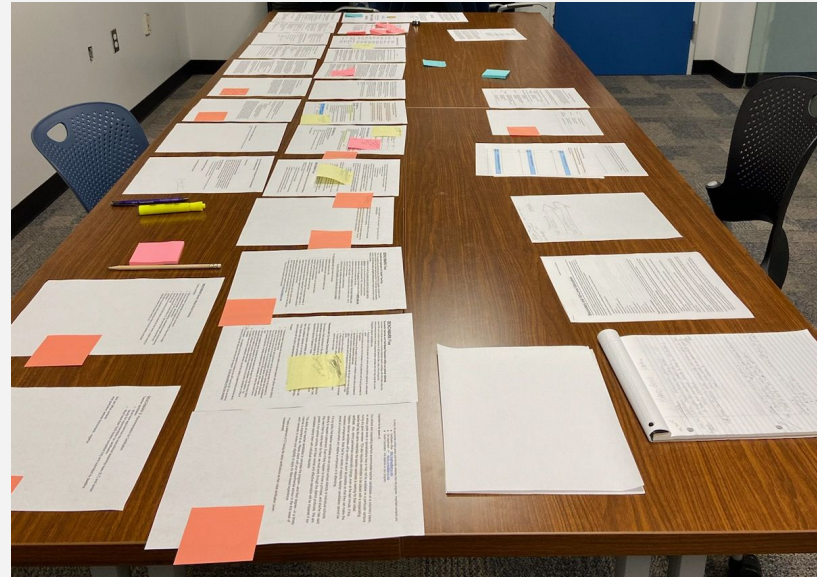
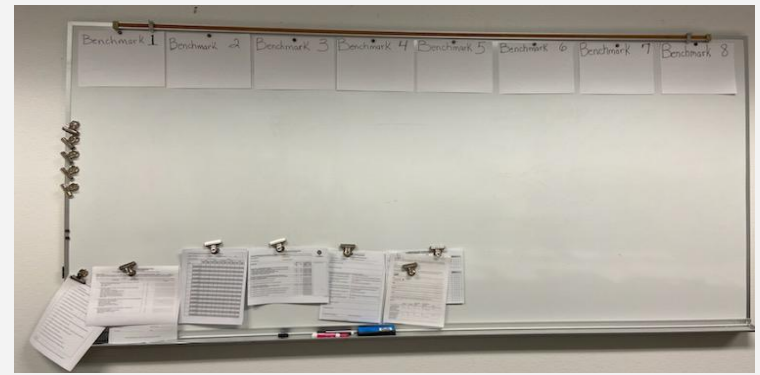
# Handbook Redesign for Traditional Teacher Certification

## Rationale:

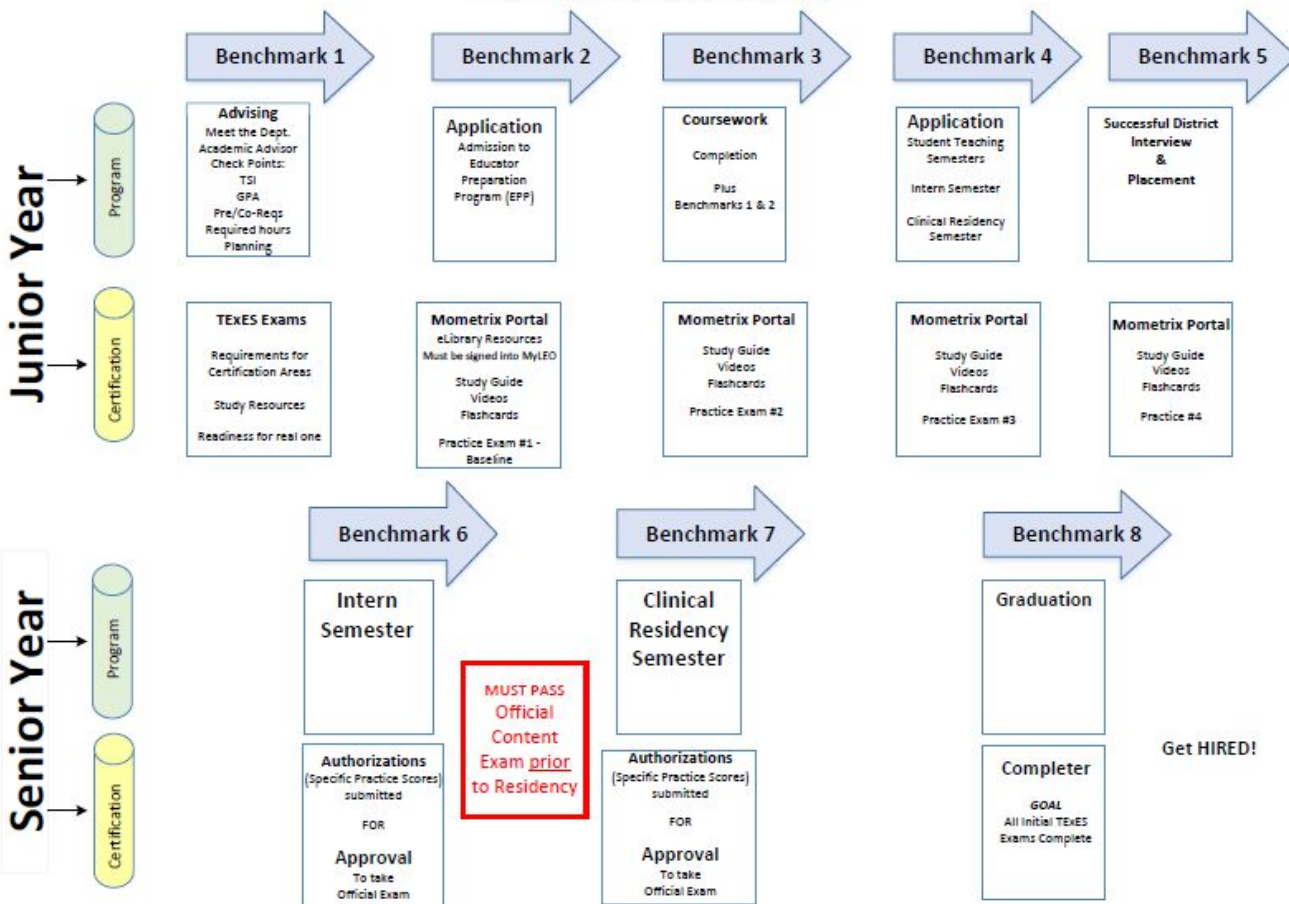
- Changes occurring at a rapid pace
- Breakdown in information flow
- Frustration and similar problem-solving issues throughout

## Process:

- Kept running notes from reoccurring issues throughout the semester
- During the summer began framing out needs of students, center coordinators, and junior level faculty
- Began redesign of our handbook to address the needs



## At a Glance - Progression Through the A&M-Commerce Educator Preparation Program (EPP) Elementary and Middle Level Areas



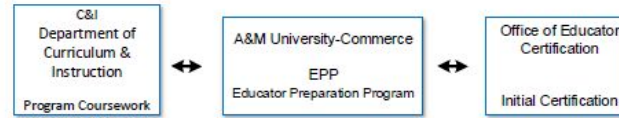
# A&M University-Commerce

## Program Governance

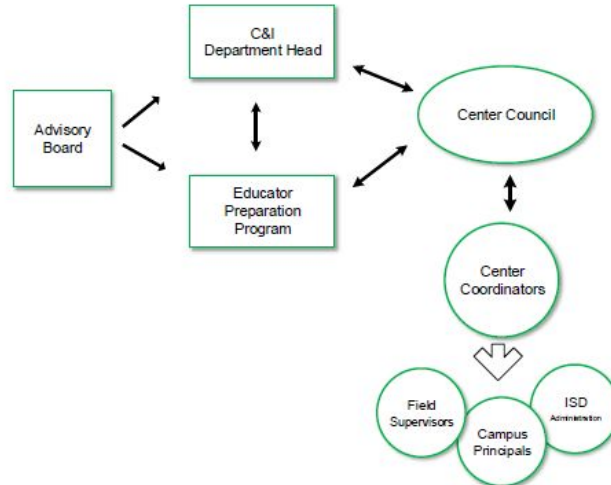
State  
Governance



University  
Governance



Shared  
Governance





# Digital Test Approval Request Form

## Rationale:

- Using emails is chaotic
- Helping programs request the correct documentation (or not!)
- Needed easier system with automatic routing to correct faculty/staff

## Process:

- **Laserfiche Form** for all TExES approvals
- Created during late spring/summer of 2023
- Tested and edited summer/early fall 2023
- Rolled out to students in multiple pilot certification areas for fall 2023
- Planned integration into Tk20 for all programs by fall 2024



Student Information

First Name\*  Last Name\*  CWID or TEA ID\*

Email\*

Please select your certification program from the list.\*

What is your current program status?\*

Not Finished: I am currently enrolled in my certification program at TAMU-C.  
 Finished: I have completed all courses for my certification program and graduated (if applicable).

Which TEXES exam are you requesting approval for?\*

Please upload your evidence of readiness to test. Appropriate document(s) vary by certification program. Requests without appropriate documentation attached will not be given approval to test.

I am requesting approval for my \_\_\_\_\_ attempt of this exam.\*

First  
 Second  
 Third or more

Signature\*

*NOTE: Students must receive a new approval for each exam they attempt.*

*Approvals must be received within the Certification Office before the student can schedule their exam.*

Submit

# Form Logic Example

← Selecting that you are **currently enrolled...**

← Prompts the form to add the required field of uploading evidence of readiness to test.

This evidence routes to the program approver for review and then to the Certification Office for retention and processing.

Student Information

First Name\*  Last Name\*  CWID or TEA ID\*

Email\*


Please select your certification program from the list.\*

What is your current program status?\*

Not Finished: I am currently enrolled in my certification program at TAMU-C.

Finished: I have completed all courses for my certification program and graduated (if applicable).

What date did you finish the program? (Graduation date for degree seeking or last date of last semester for certification-only).\*



Which TEExES exam are you requesting approval for?\*

I am requesting approval for my \_\_\_\_\_ attempt of this exam.\*

First

Second

Third or more

Signature\*

Sign

*NOTE: Students must receive a new approval for each exam they attempt.  
Approvals must be received within the Certification Office before the student can schedule their exam.*

**Submit**

# Form Logic Continued

← Selecting that you **are a completer...**

← Prompts the form to request the graduation or finisher date.

The form does not request evidence of readiness to test from completers who finished within the most recent 5 years to align with TAC rules.

Student Information

First Name\*  Last Name\*  CWID or TEA ID\*

Email\*

Please select your certification program from the list.\*

What is your current program status?\*

Not Finished: I am currently enrolled in my certification program at TAMU-C.

Finished: I have completed all courses for my certification program and graduated (if applicable).

What date did you finish the program? (Graduation date for degree seeking or last date of last semester for certification-only).\*



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I am requesting approval for my \_\_\_\_\_ attempt of this exam.\*

First

Second

Third or more

Signature\*

*NOTE: Students must receive a new approval for each exam they attempt.*

*Approvals must be received within the Certification Office before the student can schedule their exam.*

Submit

# Form Logic Continued

← Selecting that you are a **completer...**

← ... and putting a date from **more than 5 years ago...**

← The required field of uploading evidence of readiness to test comes back.

# Alt Cert Field Supervisor Onboarding

## Rationale:

- Needed more field supervisors
- Needed to communicate efficiently and consistently to new field supervisors
- Previous training relied heavily on handbooks, emails, meetings, and fewer reference materials

## Process:

- POP Cycle Training
- EPP Training (including TAC requirements)
- TK20 Training
- TEA Observer Training (if not already held)
- Use fall 2023 feedback to make edits as needed





# POP Cycle Training for New Field Supervisors



Took POP Cycle Training that was formalized for the undergrad program during USPREP work and transferred it to HR learning platform TrainTraq for asynchronous training for alt cert.

Created by C&I Faculty -  
Dr. Janet Kimbriel and Dr. Shannon Manley

## Supports Include:

- Reference materials available for download and future reference
- HR platform TrainTraq includes accessibility features for the content
- Quiz / evaluation questions with minimum score
- Certificate of completion



# EPP Training for New Field Supervisors

## Participant Learning Objectives

By the end of this training, you will be expected to:



Planning for transfer to the HR training platform after fall 2023 revisions are completed and new TAC 228 items are finalized. Feedback was received from our first group and we will be pulling this apart to have a separate training for each route to make different programs' expectations less confusing.

Created from TAC information and program expectations for field supervision. The training also included information on “how we do things here” to help field supervisors understand the EPP and their role in it.

Fall 23 version addressed all teacher certification routes. Spring 24 version will be separated based on participant feedback.

## Supports Include:

- Reference materials available for download and future reference
- [Quiz / evaluation questions](#) with minimum score
  - Questions were designed to address common misconceptions experienced by field supervisors and faculty members.
- Certificate of completion

# TK20 Training for New Field Supervisors



*Jill Woodruff*  
*Manager, Data Systems &*  
*Accountability*

Not only does Jill train people on using TK20, she also does all of the form and binder construction that comes out of meeting with the Certification Office, Certification Program Coordinators, and other programs on campus such as social work.



TK20 Training is conducted via zoom or face-to-face for newly onboarded field supervisors.

Mrs. Jill Woodruff is in the College of Education & Human Services at TAMUC. She creates new accounts, conducts the training, and helps new field supervisors log on and navigate the various forms during the meeting.

## **Supports Include:**

- Reference materials
  - Instructions with screenshots
  - Completion Checklists
- Technical assistance when in the field

# Observer Training for New Field Supervisors

Many of our new field supervisors were able to provide us with existing training certificates for Field Supervisor Observation Training.

For those who were not, we are able to offer the training in-house from a couple of faculty members who are certified trainers.


In the event that they are not able to attend the session for free through our faculty members, they are directed to region service centers for the training.

We frequently refer them to Region 11, which has offered sessions through virtual meetings at multiple training dates.

## T-TESS RUBRIC

**PLANNING DIMENSION 1.1** Standards and Alignment  
The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<b>Source: Content &amp; Time</b> <b>Instructional Planning</b> Includes: <ul style="list-style-type: none"><li>All aspects of measurable goals aligned to state content standards.</li><li>All activities, materials and assessments that:<ul style="list-style-type: none"><li>are regularly updated</li><li>are relevant to students' prior understanding and real-world applications</li><li>integrate and address concepts from other disciplines</li><li>provide appropriate time for student work, student reflection, lesson and lesson closure</li><li>align with understanding of transfer and content objectives</li><li>are vertically aligned to state standards</li><li>are appropriate for diverse learners</li></ul></li><li>Objectives aligned and logically sequenced to the lesson goal, provide feedback and reaching objectives of the lesson</li><li>Integration of technology to enhance mastery of goals</li></ul>	<b>Instructional Planning</b> Includes: <ul style="list-style-type: none"><li>All measures and goals aligned to state content standards</li><li>All activities, materials and assessments that:<ul style="list-style-type: none"><li>are sequenced</li><li>are relevant to students' prior understanding</li><li>integrate other disciplines</li><li>provide appropriate time for student work, lesson and lesson closure</li><li>reflect transfer and real-world applications</li><li>are vertically aligned to state standards</li><li>are appropriate for diverse learners</li></ul></li><li>All objectives aligned and logically sequenced to the lesson goal</li><li>Integration of technology to enhance mastery of goals</li></ul>	<b>Instructional Planning</b> Includes: <ul style="list-style-type: none"><li>All goals aligned to state content standards</li><li>All activities, materials and assessments that:<ul style="list-style-type: none"><li>are relevant to students</li><li>provide appropriate time for lesson and lesson closure</li><li>integrate other disciplines and transfer alignment</li><li>are appropriate for diverse learners</li></ul></li><li>All objectives aligned to the lesson goal</li><li>Integration of technology when applicable</li></ul>	<b>Instructional Planning</b> Includes: <ul style="list-style-type: none"><li>Most goals aligned to state content standards</li><li>Most activities, materials and assessments that:<ul style="list-style-type: none"><li>are sequenced</li><li>provide appropriate time for lesson and lesson closure</li><li>integrate other disciplines</li></ul></li><li>Lessons where most objectives are aligned and sequenced to the lesson goal</li></ul>	<b>Instructional Planning</b> Includes: <ul style="list-style-type: none"><li>Some goals aligned to state content standards</li><li>Some activities, materials and assessments that:<ul style="list-style-type: none"><li>are sequenced</li><li>provide appropriate time for lesson and lesson closure</li></ul></li><li>Lessons where the objectives are aligned and sequenced to the lesson goal</li></ul>



**T-TESS**  
Texas Teacher Evaluation & Support System





# Record Retention Using TK20

## Rationale:

- UG Teacher Program began using TK20 in 2017.
- TEA Audit led to records retention in TK20 for all programs.
- Needed more efficient system.
- Uploading practicum documents individually was tedious!

## Process:

- Stagger TK20 design and implementation.
- Maintain manual upload until all binders are in use.
- Use TK20 program applications, practicum applications, clinical teaching binders, practicum binders, etc. to collect all documents for each student.
- Provide faculty/staff training and support for each change.

# EPP Records Retention with TK20

## SPRING 2022

- **TEA Audit**
- **Design/Implement Program Applications to TK20**
  - ALT
  - COUN
  - DIAG
  - LIBR
  - PRN
  - RSP
  - SUPT
- **Store candidate data for all programs in TK20 “Notes” when no TK20 Binder**

## SUMMER 2022

- **Design**
  - UG Semester 1 CT Binder for Para Center
- **Revise system for tracking “Notes” documents for TK20 to be more efficient**

## FALL 2022

- **Implement**
  - UG Semester 1 CT Binder for Para Center
- **Design**
  - Semester 2 CT Binder for Para Center

**Faculty & Staff Training embedded throughout each implementation and remains continuous.**

# EPP Records Retention with TK20

## SPRING 2023

- **Implement**
  - Sem 2 Clinical Teaching Binder for Para Center
- **Revise**
  - UG CT Application to include TCLAS job descriptions
- **Pilot**
  - TK20 use for 1 AC FS covering an UG Para Center student
- **Design**
  - Alt Cert Course Binders
- **Design/Pilot Practicum Binders**
  - PRN
- **Design/Implement Practicum Application**
  - PRN; DIAG; COUN

## SUMMER 2023

- **Implement**
  - Alt Cert Course Binders
- **Design**
  - ALT Internship & Clinical Teaching Binders
  - COUN Practicum Binder
  - DIAG Practicum Binder
  - SUPT Practicum Binder

## FALL 2023

- **Implement**
  - Practicum binders
    - COUN
    - DIAG
    - PRN
    - SUPT
  - ALT Clinical Teaching and Internship Binder
- **Design**
  - Practicum binder
    - RSP
    - LIBR
- **Revise**
  - COUN practicum application
  - Some UG course binders

# EPP Records Retention with TK20

## SPRING 2024

- **Design**
  - **Practicum Application Forms**
    - RSP
    - LIBR
  - **Additional Course Binders for various programs as needed**
- **Implement**
  - **Practicum binders**
    - RSP
    - LIBR
  - **Practicum Applications**
    - RSP
    - LIBR
- **Revise**
  - **Practicum Binders as needed after Fall 23 implementation**

## SUMMER 2024

- **Revise / Design**
  - **UG Residency Binder to New TAC - may include revisions of existing or completely new clinical teaching binder**
  - **Assess various program needs to make additional plans and changes**

## FALL 2024

- **Implement**
  - **UG Residency Binder aligned to New TAC**
- **Comprehensive Internal Review**
  - **All programs should be using TK20 at this point instead of manual upload.**
  - **Begin preparing for 2026-2027 audit cycle.**



# Building Processes to Support People

