



2021–2022 Continuing Approval Review Report Abilene Christian University

PURPOSE

A 5-year Continuing Approval Desk Review was conducted by Education Specialist, Angela Von Hatten, of the Abilene Christian University (ACU) (221502) educator preparation program (EPP) on October 25, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. Abilene Christian University was originally approved as an EPP on June 8, 1968.

Dr. Dana Kennamer is the program Legal Authority and the primary EPP contact for the 2021-2022 review. Abilene Christian University is approved to prepare and certify candidates in these certificate classes: Educational Diagnostician, Reading Specialist, School Counselor, Superintendent, and Teacher. Certification is offered in Undergraduate (U) and Post-Baccalaureate (PB) routes. The EPP has not certified candidates in the following certificate classes within the past three (3) reporting years: Educational Diagnostician, Reading Specialist, School Counselor, and Superintendent. The EPP reported 58 finishers for the 2018-2019 reporting year, 61 finishers for the 2019-2020 reporting year, and 46 finishers for the 2020-2021 reporting year. The EPP expects 47 finishers for the 2021-2022 reporting year. The EPP was rated Accredited at the time of the review. The risk level was Stage Insert 2 (medium).

Candidate records were reviewed for ten (10) teacher candidates: five (5) from the Undergraduate certification route and five (5) from the Post-Baccalaureate certification route.

EPP staff participating in the review at various stages were Dr. Dana Kennamer, EPP Legal Authority, and Tamara Evangelista, EPP Certification Officer.

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.



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 October 18, 2021. Additional EPP documents, including records for ten (10) teacher candidates, were submitted on October 21st, 2021. 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 did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- The EPP’s advisory committee membership consists of various educators from institutions of higher education, business and community interests and EPP staff. The input provided by members to assist in the design, delivery, and evaluation of the EPP meets requirements. Advisory committee members were informed of their roles and responsibilities and met at a frequency that meets requirements. The program met all requirements for the advisory committee. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for Abilene Christian University. The legal authority’s participation in all aspects of the review served as evidence of compliance. The program met requirements. [19 TAC §228.20(c)]
- ACU has a published calendar of activities for the teacher class. Evidence in the form of a calendar was found in the teacher candidate handbook posted on the website. The program met requirements. [19 TAC §228.20(g)]
- ACU submitted the Status Report for this review on October 18th, 2021, as required. [19 TAC §228.10(b)(1)]
- ACU’s exit policy is evident in the teacher candidate handbook which is posted on the program’s website. Candidates review the handbook during a pre-requisite course EDUC 221 Introduction to Education. Candidates acknowledge receipt of the teacher education handbook on the EPP application. The handbook is posted online [College of Education and HS Undergraduate Majors](#) webpage. The program met the requirement.[19 TAC §228.20(h)]

Compliance Issues to be Addressed

- None



Recommendations

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

Based on the evidence presented, Abilene Christian University was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- Abilene Christian University has informed applicants and candidates about the required information regarding criminal history, including the option to submit a request for a preliminary criminal history evaluation. This information is evident in the teacher candidate handbook. The program met the requirements. [19 TAC §227.1(b), (d)]
- Abilene Christian University has informed applicants of the required information about the EPP. Admission requirements, program completion requirements, 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 in the teacher candidate handbook that is published on the program's website. The program met the requirement. [19 TAC §227.1(c)(1-3)]
- A total of ten (10) files were reviewed for admission requirements. They included five (5) undergraduate and five (5) post-baccalaureate teacher files. All undergraduate files met the required institution of higher education (IHE) enrollment. All teacher candidates were enrolled at the time of admission. PB applicants are required to hold a bachelor's degree at admission. TEA was unable to verify if the five (5) PB candidates held a bachelor's degree at EPP admission. The program met the requirement for the undergraduate teacher class. [19 TAC §227.10(a)(1-2)]
- Candidates are required to meet the minimum GPA requirement for admission. The program requirement for teacher admission is 2.75. The GPA range for the undergraduate candidates was 3.2 – 3.92 and 3.47 – 4 for the post-baccalaureate candidates. Candidates are required to keep a 2.75 GPA to remain in EPP. The program exceeds the GPA admission requirement. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having completed 12 semester credit 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 undergraduate and post-baccalaureate teacher files contained evidence of the requirement met. One (1) post-baccalaureate candidate took a TExES certification exam via the PACT route. The program met the requirement. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. The program requires applicants to obtain a grade of "C" or higher in the university's required freshman English and math courses. Applicants must also score a 19 or higher on the English and math



sections of the ACT and a 500 or higher on the math section of the SAT. All teacher files include an admission checklist with each candidate's course grades, ACT, and SAT scores that serve as evidence of compliance. The program met the requirement. [19 TAC §227.10(a)(6)]

- All applicants must demonstrate proficiency in English language skills prior to admission. Candidates are required to obtain a grade of "C" or higher in the university's required freshman English courses. All teacher files include an admission checklist with the required course grades that serve as evidence of compliance. The program met the requirement. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. The applicant completes a self-assessment with an evaluative rubric during the pre-requisite course, EDUC 211. The course instructor meets with each applicant to review the self-assessment. The final evaluation score is based on what the instructor confirms or corrects from the applicant meeting. The instructor does not complete a separate admission screener. The program conducts three (3) additional candidate screeners while the candidate is enrolled, including a screener prior to clinical teaching. The program does not meet the admission screening requirement. [19 TAC §227.10(a)(8)]
- All ten (10) teacher files reviewed contained a completed application. The application includes an acknowledgment of the teacher candidate handbook, which includes information about program requirements, and ACU educator preparation program forms. The program met the requirement. [19 TAC §227.10(a)(8)]
- The program requires additional academic admission requirements. Undergraduate applicants are required to complete 45 semester credit hours, hold a 2.75 GPA in the content area, and a grade of "C" or better in courses related to admission content hours. Post-baccalaureate applicants are required to have a 3.0 GPA in their admission content area. All teacher files reviewed included an admission checklist with course grades and admission GPAs. The program met the requirement. [19 TAC §227.10(a)(9)]
- The program requires additional admission requirements. The program conducts a student life review for undergraduate applicants to identify academic integrity violations. If a violation is found, the program will conduct an internal review to determine admission eligibility. Student life reviews were evident for all teacher candidates. Post-baccalaureate applicants are required to submit a Statement of Purpose & Philosophy essay. The program uses an evaluative rubric to evaluate the admission essay. The admission essay and rubrics were evident for all post-baccalaureate teacher candidates. The program met the requirement. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. Program admission emails serve as evidence. The effective date of formal admission was found in the admission emails in all undergraduate teacher files reviewed. All undergraduate teacher 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 undergraduate teacher file reviewed. The program does not formally admit teacher candidates in the post-baccalaureate route. The program will implement a contingent admission process during the candidate's final undergraduate semester. This will allow the newly admitted post-baccalaureate



candidate to start graduate-level coursework once the degree confers. The program met the requirement for the undergraduate teacher class. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §227.10(a)(1) & (2) Admission Requirements: Degree – Teacher Class; 19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15 Program Admission Requirements – Teacher Class (Post-Baccalaureate certification route)**
Action: Create an admission process to verify the degree held prior to admission for post-baccalaureate applicants. Submit a process statement and/or document that will be used to verify the required degree held and how the verification process will be implemented.
- **19 TAC §227.10(a)(8) Admission Requirements: Screen – Teacher Class (Undergraduate & Post-Baccalaureate certification routes)**
Action: Create an EPP-staff-led admission screen process for teacher applicants for the undergraduate and post-baccalaureate certification routes. Submit a copy of the admission screener for each certification route.

Recommendations

- None

Based on the evidence presented, Abilene Christian University is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance.
- Abilene Christian 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. The program met the requirement. [19 TAC §228.30(a)]
- Abilene Christian University uses assessments to measure candidate progress. Course syllabi for undergraduate candidates provided evidence of program assessments. Post-baccalaureate candidates complete an action research project. The program met the requirement. [19 TAC §228.40(a)]
- Abilene Christian University's curriculum is research-based. Course syllabi with bibliographies and references served as evidence of the requirement met. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in the teacher class. Due to the inactive status of the non-teacher classes, TEA could not verify non-teacher curriculum. The EPP will be required to review its non-teacher curriculum to ensure the required categories and topics are taught prior



to re-opening the non-teacher classes. The Educators' Code of Ethics is taught in EDUC 211 Introduction to Education. The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in EACH 363 Early Language and Literacy, READ 363 Foundations of Reading, READ 460 Reading Assessment and Instruction, and READ 480 Problems in Reading. Mental health, substance abuse, and youth suicide are taught during the August Experience. 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 EDUC 211 Introduction to Education, EDUC 412/432 Secondary Capstone, EDUC 411/431 Elementary Capstone, and EDUC 449 Music Education Capstone. The importance of building strong classroom management skills is taught in EDUC 412/432 Secondary Capstone, EDUC 411/431 Elementary Capstone, and EDUC 449 Music Education Capstone. The framework in this state for teacher and principal evaluations is taught in the Clinical Teaching Seminar and T-TESS training. Appropriate relationships, boundaries, and communications between educators and students are taught in EDUC 211 Introduction to Education and the Clinical Teaching Seminar. TEA was unable to verify the instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum aligned to the International Society for Technology Education (ISTE) standards. The program requires candidates to earn the Google Educator Level II certification. The program did not meet the digital literacy requirement. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]

- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in the Early Childhood Block courses – EACH 466 Education of Young Children and EACH 451 Guidance in Early Childhood. The program met the requirement. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery, knowledge of students and student learning, learning environment, data-driven practice, and professional practices and responsibilities are taught in EDUC 211, SPED 371, EDUC 476, EDUC 411/432, EDUC 412/432, EACH 466/451, and MUSE 332, 333, & 339. The program met the requirement. [19 TAC §228.30(d)(4)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.30(c)(8) Digital Literacy**
Action: Create a digital literacy curriculum that meets requirements. Submit the digital literacy evaluation with its prescribed rubric and sample of one assignment that is aligned to the International Society for Technology Education (ISTE) standards.

Recommendations

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

Based on the evidence presented, Abilene Christian University is not in compliance with 19 TAC §228.30-Curriculum.



COMPONENT IV: COURSEWORK, TRAINING, PROGRAM DELIVERY, AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- Abilene Christian University provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Academic transcripts and course syllabi served as evidence of the requirement met. [19 TAC §228.35(a)(1-2)]
- Four (4) undergraduate teacher candidates and two (2) post-baccalaureate teacher candidates reached the point of standard certification. One (1) undergraduate teacher candidate and two (2) post-baccalaureate teacher candidates are in the progress of completing coursework and one (1) post-baccalaureate candidate completed coursework and has not completed the standard certification process. Academic transcripts, candidate benchmarks, and Educator Certification Online System (ECOS) served as evidence of the requirement met. [19 TAC §228.35(a)(3)]
- Abilene Christian University has procedures for allowing prior and relevant military and non-military experience, education, or training. The program's policy is evident on the program's website. The program met the requirement. [19 TAC §228.35(a)(5)(A-B)]
- Candidates for initial teacher certification earn a minimum of 300 clock-hours of coursework. Candidate academic transcripts served as evidence of the requirement met. [19 TAC §228.35(b)]
- Eight (8) teacher candidates completed field-based experiences (FBEs) prior to clinical teaching that meets requirements. Field-based experience logs and documentation forms signed by course instructors served as evidence of the requirement met. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Candidate transcripts and course syllabi provide evidence that candidates completed the required coursework in specified topics and completed FBEs prior to clinical teaching. The program met the requirement. [19 TAC §228.35(b)(2)]
- Four (4) undergraduate teacher candidates and two (2) post-baccalaureate teacher candidates completed clinical teaching. The program is a member of the Big Country Teachers Center, which is composed of surrounding IHEs, school districts, and the Region 14 Education Service Center. The collaborative effort of the Big Country Teachers Center helps to develop teacher candidates. ACU requires undergraduate candidates to complete a 14-week clinical teaching experience and post-baccalaureate candidates to complete a full year of clinical teaching. Each candidate's clinical teaching application provided the required evidence to verify when clinical teaching occurred. Two (2) undergraduate music candidates completed clinical teaching in two music placements. TEA was unable to verify the clinical teaching duration for all six candidates. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. The program met the clinical teaching setting and proficiency requirements and did not meet the clinical teaching duration 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)]
- A candidate's assigned field supervisor and cooperating teacher are required to provide recommendations to the program regarding the candidate's overall success in clinical



teaching. TEA was unable to verify the clinical teaching recommendations. The program uses the candidate's clinical teaching course grade as the recommendation. The program did not meet the requirement. [19 TAC §228.35(e)(2)(A)(iii)]

- All candidates in the teacher certification class have received coursework and training in each area of certificate sought. Candidate transcripts and course syllabi served as evidence of compliance for all teacher files reviewed. The program met the requirement. [19 TAC §228.35(e)(2)(A)(ii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Two (2) clinical teachers began clinical teaching at the start of the year and four (4) began clinical teaching in the Spring semester and experienced the start of the year in FBEs. The program met the requirement. [19 TAC §228.35(4)]
- All clinical teaching assignments occurred in public schools, Clinical teaching applications for all six (6) candidates served as evidence of the requirement met. [19 TAC §228.35(e)(6)]
- All candidates placed in clinical teaching are required to be assigned to a cooperating teacher that meets qualification and training requirements. The program did not provide Cooperating Teacher names, qualifications, or training verification for those assigned to candidates chosen for the review but provided current Cooperating Teacher names, qualifications, and training verifications that meet requirements. ACU uses a handbook that identifies Cooperating Teacher qualifications, clinical teaching requirements, field supervisor requirements, and suggested activities for the clinical teacher. The handbook also includes various forms to be used for clinical teaching. The program met the requirement. [19 TAC §228.35(f); 19 TAC §228.2(14)]
- All candidates placed in clinical teaching are required to be assigned to a field supervisor that meets qualification and training requirements. The program did not provide Field Supervisor names, qualifications, or training verification for those assigned to candidates chosen for the review but provided current Field Supervisor names, training verification, and a copy of the EPP-based training that meets requirements. [19 TAC §228.35(g); 19 TAC §228.2(18)]
- Field supervisors are required to have first contact with the assigned teacher candidate within the first three weeks of assignment to the candidate. The program did not provide initial contact information for the candidates chosen for the review but provided initial contact information for current clinical teachers that meet requirements. [19 TAC §228.35(g)]
- The Field Supervisor provided written observation feedback as required. Candidate observation documents were used to verify the requirement met. The assigned Cooperating Teacher completes a midterm appraisal of the clinical teacher which is shared with the assigned Field Supervisor. If the clinical teacher receives a low score from the midterm appraisal, the Field Supervisor will conduct additional observations and collaborate with the Cooperating Teacher. This meets the informal observation and ongoing coaching and collaboration requirements. The program also conducts a candidate disposition evaluation during the candidate's clinical teaching experience to determine the candidate's progress in clinical teaching. The program met the requirements. [19 TAC §228.35(g)]



- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. The program requires Field Supervisors to conduct four (4) observations across two (2) clinical teaching placements and six (6) observations for post-baccalaureate candidates completing clinical teaching over two semesters. Five (5) out of six (6) clinical teachers were observed appropriately. One (1) clinical teacher was exempt from observation requirements due to COVID-19. The program met the requirement as prescribed. 19 TAC §228.35(g)(1-8)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(e)(2)(A)(i) – Skills Implementation: Clinical Teaching Duration (Undergraduate & Post-Baccalaureate certification routes)**
Action: Create a process to track and retain the number of clinical teaching days completed by each candidate. Submit a copy of the tracker and/or a process statement detailing how the program will implement the requirement, including the program staff member who will verify the tracker was received.
- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Recommendation (Undergraduate & Post-Baccalaureate certification routes)**
Action: Create a process to obtain and retain a clinical teaching recommendation once clinical teaching is complete from the assigned field supervisor and cooperating teacher. Submit a copy of the recommendation form and/or process statement detailing how the program will implement the requirement, including the program staff member who will verify the recommendations were received.

Recommendations

- Revise the FBE log to include an example row of how the log should be completed to ensure uniformity across all logs.
- Add clinical teaching placement information (ex: campus, grade level, subject area, assigned cooperating teacher) on the Student Teacher Form.

Based on the evidence presented, Abilene Christian 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

- Abilene Christian University has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting candidate progress in the program. The program met the requirement. [19 TAC §228.40(a)]
- Abilene Christian University has structured assessments to measure candidate progress. Course syllabi include assessment information that meets requirements. Post-baccalaureate candidates are required to complete an action research project. The action research projects were evident for post-baccalaureate candidates. The program met the requirement. [19 TAC §228.40(a)]



- Abilene Christian University has processes in place to ensure that candidates are prepared to be successful in their certification exams. Practice exam information is evident in courses EDUC 411 and EDUC 431. Candidates must score 75% or higher on the practice exam to receive TExES exam approval. Candidates must pass the TExES certification exam(s) prior to the start of clinical teaching. The program has a process in place to support candidates who do not pass their certification exam(s) prior to the start of clinical teaching. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Abilene Christian University uses information from a variety of sources to evaluate program design and delivery. Alumni surveys, end of program interviews, and end of course evaluations served as evidence of the requirement met. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the program retains records as required for a period of five years from admission to completion or withdrawal from the program. The program met the requirement. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Abilene Christian 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).

- Each candidate signs an attestation of adherence to the Texas Educator's Code of Ethics. Evidence, in the form of signed attestations, were found in all candidate records reviewed. The program exceeds the requirement by requiring candidates to attest to the Educator's Code of Ethics prior to clinical teaching in addition to the admission attestation.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed attestations as evidence of compliance.

Compliance Issues to be Addressed

- None



Recommendations

- None

Based on the evidence presented, Abilene Christian 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 program's complaints process is on file at TEA. The program's complaint policy is also posted on the website. The program has the compliant policy posted on-site and provides the complaint policy in writing upon request. The program met the requirement. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Abilene Christian 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. Four (4) teacher candidates who reached certification held a degree at the time of standard certification. The program met the requirement. [19 TAC §230.13(a)(1)]
- The four (4) teacher candidates that reached the point of standard certification met all coursework requirements prior to recommendation. The 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)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Abilene Christian University is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.



COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC Chapter 229

Findings

- Abilene Christian University has submitted data required in 19 TAC §229.3(f)(1) within the timeline required by TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- All undergraduate teacher candidate files reviewed contained a formal offer of admission letter that corresponded with the admission date in the Accountability System for Educator Preparation (ASEP). The program did not report post-baccalaureate admission. [19 TAC §229.3(f)(1)]
- All teacher candidate files reviewed contained evidence of an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program met the GPA reporting requirement. [19 TAC §229.3(f)(1)(7)]
- One post-baccalaureate teacher candidate observation duration uploaded into ECOS did not correspond to the duration documented in candidate records. [19 TAC §229.3(f)(1)(1)]

Compliance Issues to be Addressed

- **19 TAC §229.3(f)(1) – Program Admission Reporting (Post-Baccalaureate certification route)**

Action: Create a process to create admission records in ECOS within 7 calendar days for post-baccalaureate candidates. Submit a process statement detailing how the program will implement the requirement, including the staff member responsible for reporting program admission.

Recommendations

- None

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

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.



- 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.
- The transition from 291 Core Subjects w/STR EC-6 to 391 Core Subjects w/STR EC-6 is in process. December 31, 2021 is the last date a candidate can take the 291 exam and the last date to standard certify candidates with the 291 exam will be December 2022. You will want to remind candidates of these deadlines so that they meet all requirements and can be standard certified using the 291 exam, if applicable.
- 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 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 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 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 Abilene Christian University staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before March 29, 2022.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date