

2022–2023 Continuing Approval Review Report Schreiner University

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Keena Sandlin, and Director, Lorrie Ayers, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Schreiner University on April 18-20, 2023. 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. Neva Cramer was identified as the program Legal Authority and Liliana Lovisa, Certification Officer, was identified as the primary EPP contact for the review process. The EPP at Schreiner University was approved as an EPP on May 16, 1986. At the time of the review, the EPP was rated Accredited-Probation (Year 1). The risk level was Stage 1 (high). The EPP reported 33 finishers for the 2020-2021 reporting year and 37 finishers for 2021-2022.

At the time of the review, the Schreiner University EPP was approved to certify candidates in the Teacher and Principal classes. The EPP is approved to prepare and recommend candidates for certification in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes.

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 an “On-site Review” format where TEA and EPP staff worked collaboratively on-site at the EPP.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

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 11, 2023. Additional EPP documents, 17 candidates, were reviewed at the EPP site. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP and no follow up is required.

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GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has notified TEA of program amendments. [19 TAC §228.20(e) & (f)]
6. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience for each program in the EPP. [19 TAC §228.20(g)]
7. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: There was no evidence of student signed acknowledgement of EPP exit policy at admission in candidate records.
8. The EPP has not notified TEA of the addition of new program locations. [19 TAC §228.10(e)]
9. The EPP has qualified instructors for one or more certificate categories or classes offered. [19 TAC §228.10(d)(1)]
10. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must correct the deficiencies identified by **August 21, 2023**:

1. **[19 TAC 228.20(h)]**: Publish an exit policy on the website, in candidate handbook, application for admission, or other location accessible to new candidates and require candidates to sign the policy at admission. Retain the signed document in candidates' records per the records retention requirement in 19 TAC §228.40.

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REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and/or for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has not published information about the potential impact of criminal history on candidate certification and has not informed applicants and candidates of the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
Evidence: There was no evidence of publication on the EPP website, recruitment information, or admission materials and handbook for principal candidates.
3. The EPP has published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has not published information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
Evidence: Information about the EPP performance over time was not published for principal and teacher candidate.
6. The EPP has not published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
Evidence: Information about the effect of supply and demand was not published for principal and teacher candidates on the website.
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) for all programs within the EPP as required by **August 21, 2023**.

1. **[19 TAC §227.10(d)]** Publish in a transparent place for Principal applicants and candidates, information about criminal history background checks and provide the document or link to webpage where this information will be published.
2. **[19 TAC §227.1(c)(3)(A) & (B)]** Publish in a transparent place for Principal/Teacher applicants' information about the effect of supply and demand and the program performance over time.

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and/or §227.15. Following are the findings:

FINDINGS

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1. The formal written offer of admission was not consistently found in candidates records. [19 TAC §227.17(c)]
Evidence: A signed offer letter was not found in the records for the 10 principal candidates.
2. Applicants were not consistently required to accept the offer of admission in writing. [19 TAC §227.17(c)]
Evidence: A signed acceptance was not found in the records for the 10 principal candidates.
3. The formal date of admission was not consistently included in the written offer of admission. [19 TAC §227.17(d)]
Evidence: 17 out of 17 candidate records across all certification classes did not have an acceptance letter with a traceable admission date.
4. The ECOS audit trail revealed candidate admission records were not consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e)]
Evidence: 3 out of 5 undergraduate teacher candidates had admission dates outside of the 7-day window.
5. Candidates were not provided coursework, training, and/or test approval prior to formal or contingency admission. [19 TAC §227.17(f) or §228.40(d)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by **August 21, 2023**.

1. **[19 TAC §227.17]** All programs must implement the formal admission process that includes a written offer of admission and must be retained in candidates records per the records retention requirement in 19 TAC §228.40.
2. **[19 TAC §227.17]** All programs must implement the formal admission process that includes the formal admission date embedded in the offer and a signed acceptance from the applicant.
3. **[19 TAC §227.17(e)]** The admission record must be created within 7 calendar days of the admission date embedded in the offer letter.

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227 and 241. Following are the findings:

FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP inconsistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
Evidence: 5 out of 5 PB principal candidates and 3 out of 5 ALT principal candidates had no applications in records.
4. The EPP does not consistently use one or more appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]

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Evidence: 10 out of 10 Principal candidate records did not contain evidence of at least two screens.

5. The EPP inconsistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [§227.10(b)]

Evidence: 1 out of 2 did not have a resume as stated for additional requirements.

6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

7. The EPP does not consistently notify non-teacher candidates of deficiencies in certification requirements at time of admission. [19 TAC §227.10(a)(5)]

Evidence: 2 out of 5 ALT principal candidates had missing service records or evidence of degrees.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227 and 241 by **August 21, 2023**.

1. **[19 TAC §227.10(a)(8)]** The Principal program must implement an application for admission that is retained in the candidate's record per the records retention requirement in 19 TAC §228.40.
2. **[19 TAC §227.10(a)(8)]** The Principal program must implement at least 2 admission screens to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. The screens must be scored on a rubric with a cut score identified. The evidence of each screen must be retained in candidates' records.
3. **[19 TAC §227.10(b)]**. Implement a process to ensure evidence of all requirements, including required references, are collected prior to an admission decision and that all evidence is retained in candidates' records per the records retention requirement in 19 TAC §228.40.
4. **[19 TAC §227.10(a)(5)]** Implement a process to consistently collect and review, at admission, evidence that service, educator certification, and degree requirements are met by new admitted candidates. For those that do not meet one or more requirement, provide a written deficiency letter.

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

FINDINGS

1. Candidates were required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(c)]
2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

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REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi published degree plans, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and/or Texas Education Code. Following are the findings:

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was not found in coursework provided to candidates. [19 TAC §228.30(c)(2)]
Evidence: 20 out of 20 candidates' records reviewed did not contain a certificate of completion and the training requirement was not identified on a syllabus.
3. Training in Mental Health, Substance Abuse, & Youth Suicide was not provided to all candidates and was not consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
Evidence: 10 out of 10 principal candidates' records did not show evidence of training.
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]
Evidence: Course syllabi did not reflect that teacher candidates were provided information about principal evaluation.
7. Training in appropriate relationships, boundaries, and communications with students was provided to all candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum was not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: 10 out of 10 principal candidates, 3 out of 5 undergraduate teacher candidates and 1 out of 2 post baccalaureate teacher candidates did not have a digital literacy evaluation in records, additionally, a digital assessment was not noted on coursework syllabi.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by **August 21, 2023**.

1. **[19 TAC §228.30(c)(2)]** Update requirements so that all candidates complete the required Dyslexia training via the TEA Learn platform. Retain certificates of completion in candidates' records per the records retention requirement in 19 TAC §228.40.
2. **[19 TAC §228.30(c)(3)]** Update requirements so that all candidates complete the required training in mental health, substance abuse, and youth suicide via an approved provider (or through a university-

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based course). Retain certificates of completion in candidates' records per the records retention requirement in 19 TAC §228.40.

3. **[19 TAC §228.30(c)(6)]** Update coursework provided to teacher candidates to include information about the framework for Principal evaluation in Texas.
4. **[19 TAC §228.30(c)(8)]** Update requirements so that all candidates complete the digital literacy assessment and update the digital literacy training to include a prescribed curriculum to address deficiencies uncovered by the assessment. Include in training the required coursework in virtual instruction and virtual learning. Retain certificates of completion in candidates' records per the records retention requirement in 19 TAC §228.40.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

FINDINGS

1. There is insufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1)]
Evidence: 3 out of 5 undergraduate teacher candidates completed less than 30 hours of FBE per FBE logs.
2. FBE assignments and/or activities inconsistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: For the 2 post baccalaureate teacher candidates, 15 interactive hours could not be verified.
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by **August 21, 2023**.

1. **[19 TAC §228.35(b)(1)]** Update FBE requirements and process for Teacher programs to ensure they complete 30 hours or more.
2. **[19 TAC §228.35(e)(1)]** Update FBE requirements and process for Teacher programs to ensure they complete at least 15 interactive hours.

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SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (h).

FINDINGS

1. There is sufficient evidence that candidates consistently completed the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(8)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]
3. There is sufficient evidence that candidates do engage with the educator standards for the certificate sought during the supervised clinical experience. [§228.35(e)(8)]
4. Candidates were consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26), & (33)]
Evidence: Evidence of qualifications was missing for cooperating teachers, mentors, or site supervisors, as applicable, for 16 out of 20 candidates.
6. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
8. There was insufficient evidence that field supervisors supporting candidates in the supervised clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: For field supervisors supporting 16 out of 20 candidates, evidence of accomplishment as an educator was missing.
9. Training was not consistently provided as required to field supervisors supporting candidates in the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Evidence of TEA-approved observation training was missing for field supervisors supporting 17 candidates.
10. There was sufficient evidence that field supervisors conduct the first observation within the required time frame. [19 TAC §228.35(g) & (h)]
11. Candidates received the required number and duration of formal observations during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
12. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)]
13. Field supervisors consistently captured educational practices observed and/or evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)(E)]

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14. There is sufficient evidence the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g) & (h)]
15. The EPP did not provide the required notification to interns and campus/district personnel regarding the certificate deactivation requirements. [19 TAC §228.35(e)(2)(B)(vii)-(viii)].
Evidence: For 1 out of 2 interns, there was no evidence of a written notification.
16. The EPP inconsistently captures a written recommendation of success in the clinical experience from the field supervisor and the assigned campus personnel. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)(E)].
Evidence: 4 out of 5 undergraduate teacher candidates and 1 out of 2 postbaccalaureate teacher candidates had cooperating teacher recommendations only. 5 out of 5 post baccalaureate principal candidates had site supervisor recommendations only.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e)-(h) by **August 21, 2023**.

1. **[19 TAC §228.2(14), (18), (26), & (33)]** Update the process for documenting qualifications of field supervisors and campus personnel assigned to support candidates in clinical teaching, internship, and practicum. Retain evidence in candidates records per the records retention requirements in 19 TAC §228.40.
2. **[19 TAC §228.35(g) & (h)]** Update the training requirements for field supervisors so that each receives EPP training and TEA-approved training that is appropriate for the class of certificate supervised.
3. **[19 TAC §228.35(e)(2)(B)(vii)-(viii)]** Update the process and/or documentation for programs that authorize internships so that the required information is conveyed to the districts and candidates prior to the start of the internship.
4. **[19 TAC §228.35(e)(2)(A)(iii)]** Update the process for collecting recommendations of success from both the campus supervising personnel and the university field supervisors.

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). Following are the findings:

FINDINGS

1. There is sufficient evidence the field supervisor collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
2. There is sufficient evidence the field supervisor consistently makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]

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3. There is sufficient evidence the field supervisor consistently provides feedback from the observation to the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, and completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

FINDINGS

1. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP was compared with the data retained in candidates' records. Following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data were not consistently reported accurately according to information in candidate transcripts and/or admission letters. [19 TAC §229.3]
Evidence: Admission records for candidates in PB and ALT reflected GPA and content hours that were different than those reported in ECOS.
3. Observation dates and durations were consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]
4. There was supporting documentation for the observations reported. [19 TAC §229.3 & §229.4]

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by **August 21, 2023**.

1. **[19 TAC §229.3]** Implement a quality control process for ensuring accuracy of records entered into ECOS.

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]
5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional

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practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

RECOMMENDATIONS

- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- 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, clinical teaching, internship, practicum, 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 education specialist assigned to the program.