



2018 – 2019 Continuing Approval Review Report

Introduction

A Five-Year Continuing Approval Desk Review was conducted by Lorrie Ayers of the Jarvis Christian College (250501) educator preparation program (EPP) on May 20, 2019. 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 (5) years. The EPP at Jarvis Christian College (Jarvis) was originally approved on January 13, 1973.

Dr. Jan Duncan was the program Legal Authority and the primary EPP contact for the 2018-2019 review; however, during the review process, Dr. DaMesia Starling succeeded Dr. Duncan as the program Legal Authority and primary EPP contact. The Jarvis EPP is approved to certify candidates in the undergraduate (U), post-baccalaureate (PB) and alternative (ACP) routes. Jarvis is approved to offer certification in the Teacher certificate class. The EPP reported 3 program finishers for the 2016-2017 reporting year and 10 finishers for 2017-2018.

Candidate records were requested and reviewed for 10 teacher candidates. Results were discussed with EPP staff on May 29, 2019. Dr. DaMesia Starling attended the call on behalf of the EPP.

Results

1. Records for 10 teacher candidates from the U program were reviewed for evidence that admission requirements as identified in 19 TAC Chapter 227 were met.

Admission check lists in candidates' records revealed the admission requirements of the EPP are: 1) a GPA of 2.50; 2) Accuplacer scores as evidence of demonstration of basic skills; 3) a written philosophy of education; 4) 3 letters of recommendation; 5) completion of EDUC 1301-Introduction to Teaching; 6) an interview; and 7) completion of 30 hours of field-based experience (FBE).

Based on the documentation available in candidates' records, it was difficult to determine the admission GPA and the number of subject-specific credit-hours each candidate held at admission.

Dates on EPP applications compared with dates on clinical teaching applications indicated that EPP appears to admit candidates at the point of clinical teaching.

FBE logs were present in the records for each candidate. Dates on logs revealed they were completed prior to the date of formal admission which does not meet the requirement for FBE in 19 TAC §228.35(b)(1) which requires a candidate (defined in 19 TAC §228.2(5) as "an individual that has been formally or contingently admitted") to complete FBE activities that are guided by the EPP.

Three (3) of the 10 candidates whose records were reviewed were identified as admitted in certificate areas that were expired at the time of admission.



Completed rubrics were evidence the EPP has implemented a screen at admission although it was not clear what the screening instrument was. The rubric was not complete in records for two (2) candidates who were admitted as honors students where a screen was waived.

A Philosophy of Education essay and three (3) letters of recommendation were found in each candidate's record. Candidates had also signed an understanding and agreement to adhere to the Educators' Code of Ethics (ECOE) in 19 TAC Chapter 247.

A written offer of admission was found in each candidate's record but for candidates admitted after February 28, 2016, there was no written acceptance by the candidate and the date of admission was not embedded in the offer letter as required in 19 TAC §227.17(c).

Nine out of the 10 candidate records reviewed had discrepancies in the admission dates as compared with dates reported in Test Approval.

The GPA spreadsheet is a document EPPs use to report required data that cannot be uploaded into the Educator Certification Online System (ECOS) or into the Accountability System for Educator Preparation (ASEP). For two (2) out of 10 candidates there was disagreement between GPA, admission dates and number of subject-specific credit-hours found in candidates' records as compared with data recorded on the GPA spreadsheet. Eight candidates could not be located on GPA spreadsheets.

Although candidates' records held evidence of a criminal history check, there was no information advising applicants and candidates of their potential ineligibility for a certificate if they've been convicted of an offense; and no verbiage that informed applicants and candidates of the right to request a Preliminary Criminal History Evaluation (PCHE) from TEA. If this information is not displayed elsewhere in a place apparent to applicants and candidates, the EPP must update documents to meet requirements in 19 TAC §227.1(d) that requires EPPs to a) inform applicants and candidates of their potential ineligibility for a certificate if they've been convicted of an offense; and b) inform applicants and candidates of the right to request a PCHE from TEA.

2. Candidates' records were reviewed to verify candidate status had been reported accurately in the ASEP system as required in 19 TAC §229.3(a) and (e).

Enrollment status was reported accurately for four (4) out of 10 candidates. In some cases, candidates were identified as enrolled in expired certificate areas. Other candidates were not identified as enrolled when they should have been as compared with dates on admission and clinical teaching documents.

3. Candidates' records were reviewed as evidence that each teacher candidate had completed a supervised, standards-based, clinical teaching or internship experience as required in 19 TAC §228.35(e), §228.35(f), and §228.35(g).

The Jarvis EPP is approved to offer clinical teaching and internships to candidates. Nine out of 10 candidates completed clinical teaching. Two (2) of the candidates completed an internship in addition to clinical teaching. One (1) candidate had either not progressed to the point of clinical teaching or had been removed from the EPP at the time of the review.

Each candidate submits an application to begin clinical teaching.



Candidates that completed clinical teaching in the spring appeared to complete fewer than the 70 days required in 19 TAC §228.35(e)(2)(A); however, candidates completing clinical teaching in the fall completed 70 days.

Documentation of clinical teaching and internship was inconsistent. Assignment start and end dates in candidates' records did not agree with dates uploaded into ASEP. For four (4) candidates, observations were reported in ASEP; however, there was no supporting documentation in candidate records for those observations. For four (4) candidates, observations were reported in ASEP however the dates did not agree with the dates on the documentation in candidates' records. One (1) candidate received observations but they were not uploaded into ASEP. The duration of each observation uploaded into ASEP indicates that FS observe candidates for longer than the 45-minute minimum required in 19 TAC §228.35(g); however, the duration could not be verified from documentation in candidates' records because there is no place on the observation form used by the FS to capture time in/time out of observation.

All candidates completing clinical teaching or internships were assigned campus mentors and field supervisors as required in 19 TAC §228.35(f) and (g). There was no evidence the EPP had provided the required training, including the TEA-approved observation training for FS.

Cooperating teachers conduct observations of clinical teaching candidates.

It was not clear why two (2) candidates were issued probationary certificates after completing clinical teaching. Observations were not reported in ASEP for the internships.

FS capture limited instructional strategies observed during the observations as required in 19 TAC §228.35(g). Documentation did not capture whether, or not, the FS held a pre- and post-observation conference with the candidate.

4. Candidates' records were reviewed for evidence that each teacher candidate that was standard-certified met the requirements for that certificate as required in 19 TAC Chapter 230.

None of the 10 candidates had achieved a standard certificate at time of review although 9 had been identified as program finishers on the Finisher Records list in ASEP.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 10/31/2019:

- Update the formal admission process so that 1) the formal admission date is embedded in the formal written offer of admission extended to applicants; and 2) applicants respond in writing to accept the offer as required in 19 TAC §227.17. Retain documentation of formal admission in candidates' records as required in 19 TAC §228.40(f).
- Review requirements in 19 TAC §227.1(b) - (e) and update materials provided to applicants and candidates to ensure they reflect the required information.



- Staff should review requirements for clinical teaching and internships, including requirements for field supervision in 19 TAC §228.35(e) and (g). EPP staff must ensure:
 - All candidates complete a clinical teaching experience of 70 days or more, or an internship experience of a minimum of one (1) full school year;
 - FS provide observations, at minimum, as required by the observation schedule in 19 TAC §228.35(g), recording time in/time out as evidence of duration;
 - FS record instructional strategies observed during each observation;
 - FS conduct pre- and post-conferences with candidates for each observation;
 - FS, mentors, and cooperating teachers receive the required training;
 - Copies of observations are provided to the appropriate campus staff; and
 - Appropriate documentation is retained in candidates' records per 19 TAC §228.40(f).
- EPP staff should review the rules regarding issuance of probationary and intern certificates in 19 TAC §228.35(e)(2)(B), §230.36, and §230.37 and ensure candidates meet requirements for those certificates prior to issuance.
- EPP staff must implement a process to efficiently track the status of all candidates as “admitted”, “other enrolled”, “finisher”, or “removed” and convey that status to the person responsible for making ASEP updates and preparing and submitting required reports to TEA.
- EPP staff must implement a process for accurately uploading and reporting admission data as required in 19 TAC §227.17 and observation data as required by 19 TAC §229.3 into ECOS.

General Recommendations

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 31, 2019”.

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**