



2017 – 2018 Continuing Approval Review Report

Introduction

A Continuing Approval Desk Review was conducted by Kerri Elzie of the Midwestern State University (243-501) educator preparation program (EPP) on December 11, 2018. According to 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. Available records indicate that Midwestern State University EPP was approved as an EPP as early as January 6, 1969.

Dr. Matthew Capps is the Legal Authority, and Dr. Conna Bral is the primary EPP contact for the 2017-2018 review. EPP Name is approved for the following certificate classes: Classroom Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, and Master Teacher. Certification is offered in these routes: undergraduate, post-baccalaureate, and alternative certification programs. The EPP reported 1476 program finishers for the 2016-2017 reporting year and 1231 finishers for 2017-2018.

Candidate records were reviewed for 28 candidates from the following classes of certification: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. The results were discussed with EPP staff on August 1, 2018. Attending from the EPP were: Dr. Matthew Capps and Dr. Conna Bral.

Results

1. Admission requirements as identified in 19 TAC Chapters 227, 239, 241, and 242 were met by four out of five (80%) of reviewed classroom teacher candidates, and were accurately reported to the Texas Education Agency; however, several non-teacher candidates were admitted under “conditional” circumstances because they did not meet the EPP’s grade point average or GRE scores equivalent to the state’s 2.5 GPA requirement. Although all candidates had a formal letter of admission, the official date of admission was not always clear and, in several instances, did not match the date of admission reported to TEA. [19 TAC §227.17(d) and §229.3(e)]
2. Candidate status as was accurately reported as Other Enrolled or Finisher, although admission dates for six out of eight (75%) of the School Counselor and Reading Specialist candidates were not accurately reported in the Accountability System for Educator Preparation (ASEP) system for one or more years. [19 TAC §227.17(e)]
3. Candidate records revealed that the EPP primarily uses clinical teaching and practicums for all classes of certification. Only one Educational Diagnostician candidate reviewed was employed as an intern on a probationary certificate. All teacher observation data reported in ASEP was accurate when compared with related documentation in candidate records. Observation data for nonteacher practicums was incomplete and inconsistent across years and classes of certification. Observations for nonteacher practicums did not always focus on the standards for each certificate, and did not include meaningful information or detailed feedback. [19 TAC §228.35(g-h)]



4. All teacher candidates reviewed who received standard certificates met requirements, as identified in 19 TAC Chapters 230, 239, 241, and 242. One candidate who was admitted for Core Subjects: Grades EC-6 and Special Education: Grades EC-12 certification did not attempt the Core Subjects: Grades EC-6 test and exited the program with only Special Education certification. Two of 23 (less than 9%) of the nonteacher candidates reviewed obtained a standard certificate. Several nonteacher candidates had not attempted the certification test even though they had finished the program. Candidates are required to complete practice exams and study activities before being released to take the certification examinations. Some of the nonteacher candidates had not been given test approval, even though they were finished with the program. The EPP has established benchmarks for tracking program completion, but did not always check off the requirements prior to issuance of the standard certificate.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 9/1/2019:

- Revise procedures for screening and admitting candidates to nonteacher certification programs. Discontinue “conditional” admission practices. If the program has established a policy that includes a higher than required GPA for admission, they should adhere to that policy.
- Modify procedures to ensure accurate and consistent reporting of all candidates in ASEP, especially the nonteacher programs.
- Follow observation protocol for all programs, documenting first contact, duration, frequency and quality of observations.
- To ensure continuity in record keeping and other related processes, consider creating a procedural manual documenting EPP processes.