



## 2019– 2020 Continuing Approval Review Report Texas State University

### Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Angela Von Hatten, of Texas State University's (105501) Educator Preparation Program (EPP) on July 20, 2020. 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. Texas State University was originally approved as an educator preparation program on May 5, 1969.

Dr. Michael O'Malley is the program's Legal Authority and Dr. Patrice Werner is the primary program's contact for the 2019-2020 review. Texas State University is approved for the following certificate classes: Teacher, Principal, Superintendent, School Counselor, and Reading Specialist. Certification is offered in the Undergraduate, Alternative, and Post-Baccalaureate routes. The program's reported enrollment for the 2019-2020 academic year is 2,383 candidates with 737 teacher candidates and 42 non-teacher candidates expected to complete the program for the current academic year (2019-2020).

Candidate records were reviewed for 50 candidates, fifteen (15) records from the Teacher class, fifteen (15) records from the Principal class, five (5) records from the Reading Specialist class, five (5) records from the School Counseling class, and ten (10) records from the Superintendent class. The results were discussed with EPP staff on August 11, 2020. Attending from the EPP were Dr. O'Malley, Dr. Werner, and Dr. Van Overschelde.

Texas State University is now apart of US PREP organization and the Raise Your Hand Texas – Raising Texas Teachers foundation. By joining these organizations, Texas State can focus on improving their educator preparation program, including curriculum, instructional practices, and assessments. Texas State's teacher preparation program is currently working to build partnerships with three (3) Central Texas school districts to provide additional preparation opportunities to district staff members, including a Grow-Your-Own degree and certification pathway for educational aides. The university's principal preparation program has partnered with school districts around Central Texas to create specialized principal preparation cohorts that build to collaboration among district, campus, and preparation program staff and its principal candidates.

### Results

#### Overview of Components

The following component(s) were found in compliance (C) from the desk review:

- Governance
- Curriculum
- Complaint Procedures
- Certificate Procedures
- Integrity of Data Submission

The following component(s) were found out of compliance (N) from the desk review:

- Admission



- Coursework, Training, Program Delivery, and Ongoing Support
  - Assessment and Evaluation of Candidates and Programs
  - Professional Conduct
1. All admission requirements were met as identified in 19 TAC Chapter 227 except the following:
    - A screening device with a cut score used for Principal, Reading Specialist, and Superintendent applicants. [19 TAC §227.10(a)(8)], 19 TAC §241.5, 19 TAC §239.91(a)(2), and 19 TAC §242.5]
  2. All Coursework, Training, Program Delivery, and Ongoing Support requirements were met as identified in 19 TAC Chapter 228 except the following:
    - Eleven (11) out of thirteen (13) teacher candidate records do not include evidence of the candidate completing the field-based experience requirement. Therefore, TEA cannot confirm if those candidates participated in a field-based experience that meets TAC requirements. [19 TAC §228.35(a)(2), 19 TAC §228.35(b)(1), 19 TAC §228.35(b)(2), 19 TAC §228.35(e)(1)(A), and 19 TAC §228.35(e)(1)(B)]
    - Eight (8) out of twenty-one (21) non-teacher candidate records do not show completion of the required 160 clock-hour practicum. All the twenty-one (21) non-teacher candidate records do not include evidence of candidate proficiency in their related educator standards during their required practicum. [19 TAC §228.35(e)(8)]
    - Thirteen (13) out of fifteen (15) non-teacher standard-certified candidate records do not provide evidence of the required standard certificate recommendation from their assigned Field Supervisor(s) and Site Supervisor(s). [19 TAC §228.35(e)(8)(D)]
    - Six (6) out of twenty-nine (29) teacher and non-teacher candidate records do not confirm a Cooperating Teacher and/or Site Supervisor assigned to a candidate. Therefore, TEA cannot confirm that candidates were assigned the required support during training. [19 TAC §228.35(f)]
    - Nine (9) out of twenty-nine (29) teacher and non-teacher candidate records do not include the information need to verify credentials, including the required certificates held, for the assigned Cooperating Teachers and/or Site Supervisors. [19 TAC §228.2(12), §228.2 (23), and §228.2(30)]
    - The Educator Preparation Program is responsible for providing scientifically-based training to all assigned Cooperating Teachers, Mentors, and Site Supervisors within three weeks of being assigned to a candidate. While the review documents include training PowerPoints, they do not include information to verify if the required persons attended the required training for the 2017-2018, 2018-2019, and 2019-2020 reporting years or if the required trainings were held within the 3-week timeframe. [19 TAC §228.2(12), §228.2(23), §228.2(30), and §228.35(f)]



- Seven (7) out of twenty-nine (29) teacher and non-teacher candidate records do not include enough information to verify the assigned Field Supervisors held the required credentials, including the type of educator certificate(s) held. [19 TAC §228.2(16)]
- Field Supervisors are required to attend a TEA-approved training before observing their assigned candidates. Program records include Field Supervisors training attendance from the 2017-2018 report year but not for the 2018-2019 and 2019-2020 reporting years. [19 TAC §228.35(g) and (h)]
- Field Supervisors are required to make initial contact within 3 weeks of being assigned to their candidates. Nineteen (19) out of twenty-nine (29) teacher and non-teacher candidate records do not include evidence of initial contact made. [19 TAC §228.35(a)(2) and 19 TAC §228.35(g) and (h)]
- Field Supervisors are required to observe each of their assigned candidates, including capturing candidate proficiency in the educator standards related to their certificate area, identifying instructional strategies, and meeting for pre and post conferences. Nineteen (19) non-teacher candidate records do not include observation evidence. [19 TAC §228.35(a)(2), 19 TAC §228.35(g) and (h), including 19 TAC §228.35(g)(1-8) and §228.35(h)(1-3)]
- Field Supervisors must provide a copy of the written observations feedback to their assigned candidates and their assigned cooperating teacher, mentor, or campus supervisor. Twenty-six (26) out of twenty-nine (29) teacher and non-teacher candidate records do not provide evidence of observation copies distributed to the required individuals. [19 TAC §228.35(a)(2) and 19 TAC §228.35(g) and (h)]

All Assessment and Evaluation of Candidates and Program requirements were met as identified in 19 TAC Chapter 228 except the following:

- Two (2) teacher candidate records show a change in certificate areas. One (1) of the two candidate records has the required written request to change certificate areas. [19 TAC §228.40(c)]

All Professional Conduct requirements were met as identified in 19 TAC Chapter 228 except the following:

- The EPP is required to obtain signed statements by candidates and EPP staff adhering to the Educators' Code of Ethics. Candidate and program documents do not include signed statements by candidates and EPP staff adhering to the Educators' Code of Ethics. [19 TAC §228.50]

### **Next Steps**

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before **November 20, 2020**:



- Screening device(s) with cut scores for Principal, Reading Specialist, and Superintendent applicants used prior to admission. [19 TAC §227.10(a)(8)], 19 TAC §241.5, 19 TAC §239.91(a)(2), and 19 TAC §242.5]
- Update the process for logging field-based experience hours, including documenting the candidate's name, placement information (name of school, grade level, subject area, classroom teacher's name), observation date and duration, and total hours completed, as well as updating the process for retaining this documentation. [19 TAC §228.35(a)(2), 19 TAC §228.35(b)(1), 19 TAC §228.35(b)(2), 19 TAC §228.35(e)(1)(A), and 19 TAC §228.35(e)(1)(B)]
- Revise the process for documenting completion of the required practicum for non-teacher candidates and candidate proficiency in the related educator standards as well as updating the process for retaining this evidence. [19 TAC §228.35(e)(8)]
- Update program processes to ensure non-teacher candidates who completed a practicum receive the required standard certificate recommendation from their assigned Field Supervisor and Site Supervisor as well as updating the process for retaining this documentation. [19 TAC §228.35(e)(8)(D)]
- Update observation logs or initial training documents to include the name of the candidate's assigned Cooperating Teacher, Field Supervisor, and/or Site Supervisor along with information needed to verify credentials, including certificates held, as well as updating the process for retaining this evidence. [19 TAC §228.35(f), [19 TAC §228.2(12), §228.2(16), §228.2(23), and §228.2(30)]
- Revise the process for retaining training documentation such as attendance logs or certificates of completion for the required Cooperating Teacher, Field Supervisor, Mentor, and Site Supervisor training, as well as updating the process for retaining this documentation. Training must occur within 3 weeks of being assigned to candidates. [19 TAC §228.2(12), §228.2(23), §228.2(30), §228.35(f) and §228.35(g) and (h)]
- Update Field Supervisor training and any related documents to include initial contact information, including making initial contact within 3 weeks of being assigned to their candidate(s), as well as updating the process for retaining this documentation. [19 TAC §228.35(a)(2), 19 TAC §228.35(g) and (h)]
- Update Field Supervisor training and any related documents to ensure Field Supervisors are conducting observations of their assigned candidates with the required observation duration and frequency - capturing candidate proficiency in the educator standards related to their certificate area, identifying instructional strategies, meeting for pre and post conferences, and distributing the observation documents to the required individuals, as well as updating the process for retaining this evidence. [19 TAC §228.35(a)(2), 19 TAC §228.35(g) and (h), including 19 TAC §228.35(g)(1-8) and §228.35(h)(1-3)]
- Revise the program's process to ensure candidates who request to change their certificate area are requesting so in writing, as well as updating the process for retaining this documentation. [19 TAC §228.40(c)]



- Revise the process for requiring signed statements from all EPP candidates and staff adhering to the Educators' Code of Ethics and updating the process for retaining this evidence. [19 TAC §228.50]

### **Recommendations and Advisement**

- Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments. Evidence of performance assessments will be 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 addition of the Science of Teaching Reading exam (STR) will drive the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 1, 2021. Teacher program staff are advised to plan to meet the January 1, 2021 certificate issuance requirement.
- Certificate deactivation timelines and requirements changes are proposed. Changes will 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.
- Implement quality control procedures to ensure ASEP reports are submitted accurately and timely during state reporting each year.
- 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 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 the TEA staff has the most current contact information by sending updates to the assigned program specialist.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before **November 20, 2020**”.**

---

**Signature of Legal Authority** **Date**

---

**Printed Name of Legal Authority** **Date**