



2020 – 2021 Continuing Approval Review Report Dallas Baptist University

PURPOSE

Texas Education Agency (TEA) Education Specialist Emily Newton conducted a five-year Continuing Approval Review of the educator preparation program (EPP) Dallas Baptist University (DBU) on November 2, 2020. 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. Deanna Jenkins, the Dean, was identified as the program's legal authority, and Cara Miller was identified as the primary EPP contact for the review process. DBU was approved as an EPP on September 9, 1972. DBU was rated Accredited-Warning (Year Two) for 2018-2019. The risk level was Stage 2 (medium). The EPP reported 169 finishers for the 2018-2019 reporting year and 125 finishers for 2019-2020.

At the time of the review, DBU was approved to certify candidates in the following classes: Teacher, Principal, Reading Specialist, School Counselor, Superintendent, and Educational Diagnostician. The EPP is approved to offer the undergraduate (TRAD), alternative certification program (ACP), and post-baccalaureate (PB) routes to certification.

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 to regulate 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 (TAC) and Texas Education Code (TEC) as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing an improvement plan based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Next Steps plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Dr. Deanna Jenkins, Cara Miller, and Dr. Martha Oldenburg.

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 19, 2020. Additional EPP documents, including records for forty candidates, were submitted on November 2, 2020. 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 reviewed Governance documents submitted with the Status Report to determine compliance.
- The advisory committee membership, input provided by members, advisory committee member training, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to DBU programs. The legal authority's participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- DBU has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program website. [19 TAC §228.20(g)]
- DBU submitted the Status Report for the EPP Review on October 19, 2020, as required. [19 TAC §228.10(b)(1)]
- DBU has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on August 8, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

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

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- DBU has informed applicants of the required information about the EPP. Admission requirements were found on the website for each program. EPP completion requirements were found in candidate handbooks. The effects of supply and demand were found in the Formal Admission letters and on the EPP website. The performance of the EPP over time for the past five years was found on the EPP website. [19 TAC §227.1(c)(1-3)]



- DBU has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. [19 TAC §227.1(d)]
- A total of forty records were reviewed for admission requirements. They included five (5) undergraduate teacher records, five (5) post-baccalaureate (PB) teacher records, five (5) alternative certification program (ACP) teacher records, and twenty-five non-teacher records. The non-teacher records included five (5) PB Principal records, five (5) PB Superintendent records, five (5) PB School Counselor records, five (5) PB Educational Diagnostician records, and five (5) PB Reading Specialist records.
- All files met the required institution of higher education (IHE) enrollment or degree requirements. All five (5) undergraduates were enrolled at the time of admission. Five (5) PB teacher and five (5) ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. Twenty-five non-teacher candidates held the required degree at the time of admission. Twenty-five Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist candidates held the minimum of a bachelor's degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate's GPA range was 3.01-3.97. The non-teacher GPA range was 2.62-3.9. The last sixty hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants must demonstrate content knowledge before admission by having twelve hours in the content area for which they are admitted, fifteen hours if the content area is math or science at seventh grade or above, or pass a pre-admission content test (TX PACT) before admission. Twelve out of fifteen teacher candidates met the requirement. Three (3) records did not. The three (3) records were not admitted via a passed TX PACT. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills before admission. The five (5) undergraduate teacher applicants met the requirement with the TSI. The ten PB teacher and ACP teacher candidates met the requirement with official transcripts noting a degree conferred. All non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. All forty teacher and non-teacher candidates met English language proficiency requirements. Official transcripts reflecting an undergraduate degree obtained at an accredited IHE in the United States served as evidence. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Fifteen teacher candidates were admitted based on a screening device with a rubric, and DBU updated the screening device to include a cut score on the screening instrument. DBU provided the interview and writing sample screening instrument with corresponding rubrics used for all non-teacher candidates with a cut score. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All forty records reviewed contained a completed application. [19 TAC §227.10(a)(8)]



- DBU requires all non-teacher, ACP teachers, and PB teacher candidates to submit two letters of recommendation, a statement of purpose, and a resume. The program did meet the additional requirement for admission. Five (5) ACP teachers, five (5) PB teachers, and twenty-five non-teacher candidates had the required documents on file with the EPP. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. Fifteen teacher candidates, five (5) Superintendent candidates, and four (4) out of five (5) School Counselor candidates were formally admitted. Three (3) out of five (5) Principal candidates, three (3) out of five (5) Educational Diagnostician candidates, and three (3) out of five (5) Reading Specialist candidates were formally admitted. Those who were not formally admitted did not have a signed letter of acceptance. The effective date of formal admission was found in the formal admission letters for all teacher files reviewed. The effective date was not provided on eighteen out of twenty-five non-teacher formal letters of admission. The other seven letters are exempt because they were admitted before 1/1/2017. All candidates were admitted before 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 record reviewed. The program did not meet the requirements as prescribed. [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 §227.17 – Formal Admission**
Action: Submit the formal admission letter and written acceptance for one (1) candidate in each of the following classes: Reading Specialist, Educational Diagnostician, and Principal. Use the teacher's formal admission letter as a template to create and implement in the non-teacher classes. Be sure there is a place for the candidate to accept their offer in writing.
- **19 TAC §227.17(d) – Formal Admission Dates**
Action: Submit the formal admission letter, including a formal admission date, for one (1) candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.

Recommendations

- None

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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed syllabi and performance-based assessments submitted by the EPP and relied on self-reported information within the Status Report to determine compliance.



- DBU reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the Status Report. [19 TAC §228.30(a)]
- DBU uses assessments to measure candidate progress. [19 TAC §228.40(a)]
- DBU curriculum is research-based. The Core Subjects EC-6 curriculum has specifically used research from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, Reutzell, Kayner et al., Brown et al., and various other recent sources. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes. The Educators' Code of Ethics is taught in Best Practices in Teaching for teacher candidates, and School Law, Advanced School Law, Intro to Exceptional Learners, and Ethical, Legal, and Professional Practices for non-teacher candidates.
- The five reading domains (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in scaffolding Literacy Instruction, Recognizing and Instructing Struggling Readers, and Clinical Diagnosing and Correcting Reading Difficulties.
- Mental health, substance abuse, and youth suicide are taught in Teach Studies/Emotion/Behavior Dis for teacher candidates, and Discipline/Classroom Management in Culturally Diverse Setting, and Current Trends & Issues in School Counseling, Teaching Special Populations, Intro to Designing Instruction for non-teacher candidates.
- The skills educators are required to possess and the responsibilities they are required to accept are taught during Internship, and Ethical, Legal and Professional Practices, and AEL/TTESS, School Law, Principalship, School Personnel, and Ethical, Legal & Professional Practices, Group Counseling, Ind Diagnostician Practicum I & II, and Advanced School Law for teachers and non-teacher candidates.
- The importance of building strong classroom management skills is taught in Classroom Management in a Culturally Diverse Setting and Advanced School Law for teacher and non-teacher candidates, respectively.
- The framework in this state for teacher and principal evaluations is taught in Best Practices in Teaching for teaching candidates, and AEL/TTESS, School Law, Ind Diagnostician Practicum I & II, Advanced School Law, and Supervision & Staff Development for non-teacher candidates.
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in Foundations of Teaching for teacher candidates, and Foundations of Education, and Curriculum Design & Administration for non-teacher candidates. [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 Recognizing and Instructing Struggling Readers and Early Childhood Education. [19 TAC §228.30(d)(3)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas Administrator Standards identified in coursework on the 268 Competencies



document. Course Matrix includes the administrator's skills and competencies. [19 TAC §228.30(e)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the DBU is in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- DBU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. The syllabus, performance-based assessment, and coursework for the Core Subjects EC-6 certificate area served as evidence to show the coursework is sustained, rigorous, and intensive. [19 TAC §228.35(a)(1-2)]
- Eleven teacher candidates and fifteen non-teacher candidates reached the point of standard certification. The remaining four (4) teacher candidates and nine of the remaining non-teacher candidates have not met the standard certification requirements. One non-teacher withdrew from the program before reaching standard certification. [19 TAC §228.35(a)(3)]
- DBU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. This policy has been posted to the DBU EPP webpage. [19 TAC §228.35(a)(5)(A-B)]
- DBU offers some coursework online in the various certification fields and classes. The program provided a letter of approval from the Texas Higher Education Coordinating Board approving DBU to offer online coursework. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn between twenty-four and sixty semester credit hours, which exceeds the three hundred clock hours of required coursework and training. Twelve out of fifteen teacher candidates met the three hundred clock hours of coursework. [19 TAC §228.35(b)]
- Nine of the fifteen teacher candidates completed field-based experiences (FBEs) before clinical teaching or Internship. Six of the fifteen teacher candidates did not complete the required thirty hours of FBEs before clinical teaching or Internship. The program did not meet the requirement as prescribed. One (1) out of thirteen teacher candidates with FBE documents showed interactive experiences through reflections. The other twelve candidates either did not have reflections or had inconsistent reflections with the experiences provided. FBE documentation was not provided for two (2) teacher candidates. Only one (1) candidate completed fifteen hours of electronic FBEs. However, reflections were not provided for these experiences. The program did not meet the requirements as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]



- Candidates in the non-teacher class of certification must earn two hundred clock hours of coursework and training. Twenty-four out of twenty-five non-teacher candidates met the two hundred clock-hour requirements per official transcripts. [19 TAC §228.35(c)]
- Ten teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [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)]
- The field supervisor and cooperating teachers did not provide recommendations to the EPP regarding candidate success in clinical teaching. Three (3) out of ten clinical teaching candidates were recommended by their cooperating teacher and field supervisor. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- The field supervisor and mentor must provide recommendations to the EPP regarding candidate success in the Internship. One (1) out of two (2) intern teachers did not receive a recommendation from the field supervisor and mentor. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Fifteen candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Official transcripts served as evidence of compliance for all teacher records reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the school year's start. Internship assignments started at the beginning of the year. Clinical teachers begin their experiences in the Spring, so their start of the year experiences is covered during FBEs. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools and TEA-Approved schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- One (1) out of four (4) Principal candidates, one (1) out of five (5) Educational Diagnosticians, and none of the Superintendent, none of the School Counselor candidates, and none of the Reading Specialist candidates completed a 160-hour practicum. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]
- Candidate proficiency in the educator standards required for each certificate area should be determined during the Practicum. The DBU field-supervisors used standards-based observation instruments that did not document candidate proficiency in the educator standards. Observation documents for all non-teacher classes must be adjusted to include documentation of candidate proficiency in each educator standard. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]
- Field supervisors and campus site supervisors did not provide recommendations to the EPP regarding candidate success in the Practicum. Recommendations from the field supervisor and site supervisor were available for two (2) out of five (5) School Counselors and one (1) out of five (5) Educational Diagnosticians. The other twenty-one non-teacher candidates did not have a recommendation from the field supervisor and site supervisor. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]



- All candidates placed in clinical teaching, internship, or practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Twenty-four non-teacher candidates, ten clinical teacher candidates, and five (5) intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the twenty-four site supervisors, four (4) held the required credentials. The EPP was not compliant for the non-teacher class. Of the twenty-two cooperating teachers and five (5) mentor teachers, seventeen out of twenty-seven held the required credentials. The program did not meet the requirement as prescribed for the teacher and non-teacher classes. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Mentors, cooperating teachers, and site supervisors must receive training by the EPP within three (3) weeks of being assigned an intern, clinical Teacher, and practicum candidate, respectively. One (1) out of twenty-seven mentors and cooperating teachers received EPP training. One(1) out of twenty-four non-teacher site supervisors received EPP training. The program did not meet the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidates that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Twenty-four non-teacher candidates, ten clinical teacher candidates, and five (5) intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field Supervisors must hold the required credentials appropriate for the candidate they are supervising. All fifteen teacher candidate field supervisors held the required credentials, and twenty-four out of twenty-five of the non-teacher candidate field supervisors held the required credentials. Resumes and educator certificates served as evidence. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- Seven out of eight teacher field supervisors were trained, and eight out of ten non-teacher field supervisors were trained within three weeks of being assigned a candidate. It is important to note many field supervisors observed multiple candidates. TTESS certificates and training records served as evidence of compliance. [19 TAC §228.35(g) & (h)]
- Records reviewed contained documentation that initial contact with candidates, established by field supervisors, within the first three weeks of assignment for one (1) out of fifteen teacher candidates. Non-teacher records did not contain information regarding initial contact within the first quarter of the assignment for non-teacher candidates. [19 TAC §228.35(g) & (h)]
- The field supervisors did not provide written feedback as required for the Principal, Superintendent, Educational Diagnostician, and Reading Specialist, classes. All fifteen teacher candidates and five (5) School Counselor candidates received written feedback. [19 TAC §228.35(g) & (h)]
- Informal observation and coaching were provided to teacher candidates, Principal candidates, and Reading Specialist candidates. Evidence was lacking for Superintendent candidates, three (3) out of five (5) School Counselor candidates, and all Educational Diagnostician candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- The field supervisor did not collaborate with the required individuals. The teacher, Reading Specialist, and Principal classes required collaborating but were lacking in the



Superintendent, School Counselor, and Educational Diagnostician classes. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]

- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Teacher candidate observations met the requirement as prescribed. Two (2) out of four (4) Principal candidates met the requirement, one (1) out of five (5) Superintendent candidates, one (1) out of five (5) School Counselor candidates, none of the Educational Diagnostician candidates, and two (2) out of five (5) Reading Specialist candidates received the required frequency and number of observations. The program did not meet the requirement as prescribed for the non-teacher classes. 19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(b)(1)** – FBE Hours
- **Action:** Submit the FBE observation hours and corresponding reflections for one (1) candidate from each of the following routes: Teacher – TRAD, ACP, and PB. Create and implement an FBE document that tacks all information in one (1) place, including the reflections. Each experience should have a corresponding reflection. Leave a place on the form to note if the experience was interactive or electronic.
- **19 TAC §228.35(e)(1)(A)** – FBE Interactive Hours
- **Action:** Submit the FBE observation hours and corresponding reflections for one (1) candidate from each of the following routes: Teacher – TRAD, ACP, and PB.
- **19 TAC §228.35(e)(1)(B)** – FBE Electronic Hours
- **Action:** Submit the FBE observation hours and corresponding reflections for one (1) candidate from each of the following routes: Teacher – TRAD, ACP, and PB.
- **19 TAC §228.35(e)(2)(A)(iii)** – Clinical Teaching Recommendation
- **Action:** Submit the formal recommendation from the cooperating teacher and field supervisor for one (1) candidate from each of the following routes: Teacher – TRAD and PB. Create and implement a standard recommendation form for all teacher and non-teacher classes; this will help provide consistency across the program.
- **19 TAC §228.35(e)(2)(B)(vii)** – Internship Recommendation
- **Action:** Submit the formal recommendation from the mentor and field supervisor for one (1) candidate from the ACP Teacher route.
- **19 TAC §228.35(e)(8)(D) & (j)(2)** – Practicum Recommendation
- **Action:** Submit the formal recommendation from the site supervisor and field supervisor for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.35(e)(8)** – 160-hour Practicum
- **Action:** Submit practicum hour logs, documenting the 160-hour practicum, for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Implement a Practicum Log that contains the candidate's placement information, logs their hours, and identifies the standards addressed throughout the experience.
- **19 TAC §228.35(e)(8) & (j)(2)** – Candidate Proficiency
- **Action:** Submit Observation Documents for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and



Reading Specialist. Use the teacher observation document to create non-teacher observation documents that include each of the respective educator standards and a place for the field supervisor to document the candidate's proficiency. These documents should also include a clear place to document pre-and-post observation conference information and a space for written feedback/educational practices observed.

- **19 TAC §228.2(12), §228.2 (24), and §228.2(31)** – Campus Supervision Qualifications
Action: Submit cooperating teacher/mentor/site supervisor qualifications for one (1) candidate from each of the following classes: Teacher-TRAD, PB, and ACP, and Principal, Superintendent, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.35(f)** – Campus Supervision Training
Action: Submit evidence of assignment start date and placement, and training for the cooperating teacher/mentor/site supervisor for one (1) candidate from each of the following classes: Teacher-TRAD, PB, and ACP, and Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.2(12), §228.2(24), §228.2(31)** – Campus Supervision Training – three weeks
Action: Submit evidence of assignment start date, placement, and training for the cooperating teacher/mentor/site supervisor for one (1) candidate from each of the following classes: Teacher, TRAD, PB, and ACP, and Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.35(g), §228.35(h), §228.35(j)** – Initial Contact
Action: Submit evidence of assignment placement, start date, and initial contact between field supervisor and candidate for one (1) candidate from each of the following classes: Teacher-TRAD, PB, and ACP, and Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Implement a field supervisor communication log and include a place for the field supervisor to document when and how initial contact was made with the candidate.
- **19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)** – Pre-and Post-Conferences
Action: Submit observation documents, including pre-and post-conference, for one (1) candidate from each of the following classes: Principal, Superintendent, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)** – Educational Practices Observed
Action: Submit observation documents, including educational practices observed for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.35(g) & §228.35(h)** – Observation-Written Feedback
Action: Submit evidence of observation written feedback for one (1) candidate in each of the following classes: Principal, Superintendent, Educational Diagnostician, and Reading Specialist.
- **19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)** – Ongoing Coaching & Informal Observation
Action: Submit evidence of ongoing coaching and informal observations for one (1) candidate from each of the following classes: Superintendent, School Counselor, and Educational Diagnostician.
- **19 TAC §228.35(g) & §228.35(h)** – Field Supervisor Collaboration



Action: Submit evidence of collaboration between the field supervisor and site supervisor for one (1) candidate in each of the following classes: Superintendent, School Counselor, and Educational Diagnostician.

- **19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii)** – Practicum – Observations
- **Action:** Submit observation documents for one (1) candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Create a calendar of practicum observations that meet the number and frequency requirement; this will guide the field supervisor to ensure TAC requirements are met.

Recommendations

- None

Based on the evidence presented, the DBU is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

- DBU has established benchmarks to measure candidate progress. Benchmark documents noted where each candidate was in the program. Eleven out of fifteen teacher records and twenty-four out of twenty-five non-teacher records included candidate benchmark documents. The program met the requirements as prescribed. [19 TAC §228.40(a)]
- DBU has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance-based assessment, graduate work sample, and corresponding rubrics as evidence. The program met requirements as prescribed. [19 TAC §228.40(a)]
- DBU has processes in place to ensure that candidates are prepared to be successful in their certification exams. This is documented in benchmark documents for each class. Twelve out of fifteen teacher candidates met testing criteria, and the other three (3) candidates have not yet been given test approval. Twenty-three out of twenty-five non-teacher candidates met testing criteria. One non-teacher candidate has not been given test approval, and the other non-teacher candidate withdrew from the program. Evidence that the EPP had advised candidates to test was also found in the candidate records reviewed. DBU also does not grant test approval to any candidate until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- DBU uses information from a variety of sources to evaluate program design and delivery. DBU uses clinical teaching feedback, initial certification feedback, and post-baccalaureate initial feedback to evaluate the teacher program. DBU uses a specific feedback document for each of the non-teacher classes to evaluate each unique class. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for five years from admission to completion or withdrawal from the program for



any reason. Fourteen out of fifteen teacher candidates had admission records retained along with benchmark and observation documents. Requested records for teacher and non-teacher classes, including some observation documents, and practicum documentation, were not retained, but overall, the program is in compliance. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the DBU 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).

- The EPP secures a signed agreement of understanding and adherence to the Educators' Code of Ethics from each candidate. Agreements were identified in all forty records reviewed across all classes.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed statements by DBU staff served as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the DBU is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- The DBU complaints process is on file at TEA, is posted on the website and at the DBU EPP office, and is available to candidates in handout form. DBU meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]



Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the DBU 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. Ten teacher candidates who reached certification held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- Five (5) teacher candidates were issued an intern certificate and met the coursework and field-based experience requirements before issuance. The ten teacher candidates who reached the standard certification point, which included the candidate issued an intern certificate, met all coursework requirements before 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)]
- Two (2) Principal candidates reached the point of standard certification. Both candidates had official transcripts and met degree requirements before standard certification. Three (3) Superintendent candidates, four (4) School Counselors, five (5) Educational Diagnosticians, and one (1) Reading Specialist reached the point of standard certification. All candidates who reached standard certification had official transcripts and met degree requirements before standard certification. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal candidates, Educational Diagnosticians, and Reading Specialists must hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. All eight candidates met the requirements. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates must hold a valid principal certificate or the required managerial experience when recommended for standard certification. Two (2) of the five (5) candidates met the required managerial experience, and three (3) of the five (5) held valid principal certificates. [19 TAC §242.20]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None



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

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

Findings

- DBU met all deadlines for reporting data to TEA [19 TAC §229.3(f)(1) and Associated Graphic]
- Twelve out of fifteen teacher candidate formal dates were reported accurately to ASEP. Twelve out of fifteen teacher candidate GPA's were reported accurately to ASEP. Twelve out of fifteen semester credit hours were reported accurately to ASEP. Two (2) out of five (5) intern observation times were not reported accurately to ASEP. The other three (3) teacher candidates are currently in progress with their internship/clinical teaching. Six out of ten clinical teaching observation times were not reported accurately to ASEP. [19 TAC §229.3(f)(1)]
- Four (4) out of five (5) Principal candidates were reported accurately to ASEP using admission records or the GPA Spreadsheet. Two (2) out of the five (5) Principal candidate observations were reported accurately. [19 TAC §229.3(f)(1)]
- One (1) out of five (5) Superintendent candidates were reported accurately to ASEP using admission record or the GPA Spreadsheet. TEA staff was unable to verify the other four (4) admission records. One (1) out of the five (5) candidate observations was reported accurately. [19 TAC §229.3(f)(1)(7)]
- Four (4) out of five (5) School Counselor candidates were reported accurately to ASEP using the admission record or a GPA Spreadsheet. Two (2) out of the five (5) School Counselor candidate observations were reporting accurately. [19 TAC §229.3(f)(1)(7)]
- Four (4) out of five (5) Educational Diagnostician candidates were reported accurately to ASEP using the admission record or a GPA Spreadsheet. Two (2) out of the five (5) Educational Diagnostician candidate observations were reporting accurately.
- Four (4) out of five (5) Reading Specialist candidates were reported accurately to ASEP using the admission record or a GPA Spreadsheet. One (1) out of five (5) observation reports were accurately reported, and the other four (4) candidates were observed before the 2019-2020 reporting year and were not required to be reported.

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation.
- Begin entering non-teacher observation data into ASEP beginning with the 19-20 academic year.

Recommendations

- None

Based on the evidence presented, the DBU is 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.
- Ensure EPP benchmarks and test readiness requirements have been updated for Teacher programs to address PACT changes.
- 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 requires 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 test 291 to test 391 for issuance of the Core EC-6 with Science of Teaching Reading certificate is in process. December 2021 is the last date a candidate can take the 291 exam, and the last date to standard certify candidates using the 291 exam will be December 2022. Teacher programs should inform candidates of these important deadlines to ensure that they meet all requirements and can be standard certified using the 291 exam if applicable. Begin approving the 391 exam for all new testers.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information 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 the 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

The Next Steps were created collaboratively with the Dallas Baptist University staff.

"I have reviewed the EPP Report and agree that all required corrections will be made on or before June 25, 2021."

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date