



2020–2021 Continuing Approval Review Report Southwestern Assemblies of God University

PURPOSE

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for the Southwestern Assemblies of God University on April 1-21, 2021. 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. Khristy Strange, Education Department Chair, was identified as the program Legal Authority and the primary EPP contact for the review process. Southwestern Assemblies of God University was approved as an EPP on February 28, 1992. At the time of the review, the EPP was rated Not Rated: Declared State of Disaster. The EPP was rated Accredited in 2018-2019. The risk level was Stage 1 (low). The EPP reported 26 finishers for the 2018-2019 reporting year and 38 finishers for 2019-2020.

At the time of the review, Southwestern Assemblies of God University was approved to certify candidates in the following classes: teacher, principal (PIL), and school counselor. The EPP is approved to offer the undergraduate (U), alternative (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 for the regulation of 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 and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. The Next Steps were 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. Khristy Strange, Legal Authority, Ms. Janice Whitaker, Director of Teacher Certification & Certification Officer, Ms. Paula Manley, Testing Coordinator, and Ms. Kathy Willemsen, Administrative Assistant.

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 February 8, 2021. Additional EPP documents, including records for 21 candidates as follows: five UG teacher, five ACP teacher, one PB teacher, five principal, and five school counselor candidates were submitted on February 26, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was 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 and self-reported information contained within the Status Report to determine compliance.
- It was reported that advisory committee (AC) membership included 12 members including the following groups represented: nine district/charter school members, one business/community member, and two higher education members. The program provided advisory committee meeting minutes for November 9, 2019, and November 9, 2020, noting people in attendance, as evidence. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The advisory committee members (AC) assist in the design, delivery, evaluation, and major policy decisions of the EPP. The advisory committee meeting minutes for November 9, 2019, and November 9, 2020, noting items discussed served as evidence. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- Members were informed of their roles and responsibilities. The program provided the handout provided to AC members regarding their roles and responsibilities as evidence. Meeting frequency met requirements. The program provided the AC meeting minutes and members present. The EPP AC meets twice per year but did not meet in the Spring of 2020 due to the pandemic. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for Southwestern Assemblies of God programs. The legal authority’s participation in all aspects of the review served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.20(c)]
- Southwestern Assemblies of God University has a published calendar of activities for the UG teacher program. Evidence in the form of a calendar was provided for review. The EPP did not have a published calendar for the teacher ACP or PB, principal, and school counselor programs. The program met the requirement for the UG teacher program, but not for the teacher ACP or PB, principal, and school counselor programs. [19 TAC §228.20(g)]
- Southwestern Assemblies of God University submitted the Status Report for the EPP Review on February 8, 2021 which met the requirement as prescribed. [19 TAC §228.10(b)(1)]



- Southwestern Assemblies of God has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching when first approved as an EPP on February 28, 1992. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.20(g) Develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.

Action: Submit the calendar of program activities that meets requirements for the ACP and PB teacher program, the principal program, and the school counselor program. Provide the specific handbooks for each that contain the required information or provide the link to the website where that information is posted.

Recommendations

- Consider adding an Education Service Center (ESC) member to the advisory committee to provide perspective on the needs of candidates in the area serviced by the EPP.
- Consider utilizing the TEA AC training to train members each year.
- Consider one central landing page on the College of Education website that includes all required items.

Based on the evidence presented, Southwestern Assemblies of God University was not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- Southwestern Assemblies of God University did not provide evidence that it has informed all applicants that candidates must undergo a criminal history background check prior to employment as an educator and prior to clinical teaching. The program did not meet the requirement as prescribed. [19 TAC §227.1(b)]
- Southwestern Assemblies of God University did not provide evidence that it has informed applicants of the required information about the EPP. Admission requirements were not found on the website for each program. EPP completion requirements were not found in candidate handbooks. The effects of supply and demand on the educator workforce and the performance of the EPP over time for the past five years were not published. The program did not meet the requirements as prescribed. [19 TAC §227.1(c)(1-3)]
- Teacher UG and ACP applicants and enrollees were notified of the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP and the right to request a criminal history evaluation letter. The



principal and school counselor applicants and enrollees were not notified as prescribed. The program met the requirements for the teacher programs, but not the principal or counselor programs. [19 TAC §227.1(d)]

- Files for 21 candidates were reviewed for evidence that admission requirements were met. They included five undergraduate teacher files, five ACP teacher files, one PB teacher file, five PB principal files, and five PB school counselor files. All files contained official transcripts that reflected candidates met the required institution of higher education (IHE) enrollment or degree requirements. The five undergraduates were enrolled at the time of admission. The remaining 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 §241.5; 19 TAC §241.45; 19 TAC §239.5]
- All candidates have met the minimum GPA requirement for admission. The teacher UG candidate GPA range was 2.88-3.93 for five files reviewed. The ACP teacher candidate GPA range was 2.80-4.0 for five files reviewed. The teacher PB GPA was 3.43. The principal GPA range was 3.4-4.0 for five files reviewed. The school counselor GPA range was 2.97-4.0 for five files reviewed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by completing at least 12 semester credit-hours in the content area for which they are admitted, 15 credit-hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission. All UG, ACP, and PB teacher candidates 11 out of 11 files (100%) met the requirement. Content hours were reviewed on each transcript provided. All ACP candidates were required to take/pass the TXPACT prior to admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with coursework prior to admission. While they all had the THEA prior to admission, it is not a basic skills exemption in [19 TAC §4.54](#). The six ACP and PB teacher candidates met the requirement with official transcripts noting a degree conferred. It was also noted that four out of five ACP candidate files also contained evidence of the THEA. All principal and school counselor 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 prior to admission. All five UG teacher candidates met the requirement through coursework completed at the university prior to admission. The six ACP and PB teacher candidates met the requirement with a US degree conferred prior to admission. The five principal and five school counselor candidates met the requirement with a US degree conferred prior to admission. Official transcripts were presented for review as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant is required to submit an application. All teacher, principal and school counselor candidate files reviewed contained a completed application. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- An applicant must participate in an interview or other screening instrument to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the



certification sought. Principal applicants require at least two screens. All 11 teacher candidate files contained evidence of an interview scored on a rubric with a cut score. The ten principal and school counselor files did contain evidence of an interview or screen. The program met the requirement for the teacher programs but did not meet the requirement for the principal or school counselor programs. [19 TAC §227.10(a)(8)]

- An EPP may adopt requirements in addition to and not in conflict with those required for admission. Southwestern Assemblies of God University requires all teacher applicants to submit an essay, Taylor-Johnson Temperament Analysis, and a FERPA document. All eleven teacher files reviewed contained evidence of each requirement. Principal applicants are required to submit an essay, two letters of recommendation, and a FERPA document. All five principal files reviewed contained evidence of each requirement. School counselor applicants are required to submit an essay, two letters of recommendation, a FERPA document, and a document that they understand the requirements for school counselor standard certification. All five school counselor files reviewed contained evidence of each requirement. The program met the requirement as prescribed. [19 TAC §227.10(b)]
- All applicants are required to be formally or contingently admitted and the effective date must be included in the formal offer of admission. All five UG teacher candidates were formally admitted. Each file contained evidence of the formal offer of admission, including the effective date, and the candidate's dated acceptance of admission. Three out of five (60%) ACP teacher candidates were formally admitted. Each of those files contained evidence of the formal offer of admission, including the effective date, and the candidate's dated acceptance of admission. The fourth file was missing an admission date and the fifth file contained no evidence. The PB teacher file contained evidence of a formal offer of admission but there was no specific effective date on the offer of admission which did not meet the requirement. In the principal program, four out of five (80%) files reviewed contained no specific effective date of admission on the offers of admission and the fifth file contained evidence of the formal offer of admission, including the effective date, and the candidate's dated acceptance of admission. In the school counselor program, four out of five (80%) files contained no specific effective date of admission on the formal offers of admission and the fifth file contained no date of admission at all on the formal offer of admission letter. The UG teacher program met the requirement as prescribed, but the ACP & PB teacher, principal, and school counselor programs did not. [19 TAC §227.17(b-d)]
- An EPP must notify TEA within seven calendar days of a candidate's formal offer of admission. Ten out of 11 teacher candidates (91%) were uploaded as admitted into the Educator Certification Online System (ECOS) within seven calendar days as required. Four out of five principal candidates were uploaded into ECOS within seven calendar days of admission. The fifth candidate reviewed was admitted prior to the effective date of the requirement. Four out of five school counselor candidates were uploaded as admitted into ECOS within seven calendar days. The fifth candidate was admitted prior to the effective date of the requirement. The program met the requirement as prescribed. [19 TAC §227.17(e)]
- All candidates were admitted prior to beginning coursework and training as required. Eleven teacher, five principal, and five school counselor files were reviewed. The formal



offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance. The program met the requirements as prescribed. [19 TAC §227.17(f)]

- The overall GPA of the incoming class admitted between September 1 and August 31 of each year may not be less than 3.00 on a four-point scale. TEA calculates incoming class GPAs for all EPPs. The incoming class GPA met the requirement for the 2019-2020 academic year. The program met the requirement as prescribed. [19 TAC §227.19(a)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §227.1(b)(1-2) Educator preparation programs (EPPs) shall inform all applicants that: (1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.
Action: Provide the information that is provided to all applicants regarding notification about the criminal history background check prior to employment as an educator or prior to clinical teaching. Provide the website location where this is posted for all applicants, the recruitment information that is provided to all applicants, or the admission material (application) where this is identified for all applicants in the UG/ACP/PB teacher program, the principal program, and the school counselor program.
- 19 TAC §227.1(c)(1-3)(A-B) EPPs shall inform all applicants, in writing, of the following: (1) the admission requirements; (2) the requirements for program completion; and (3) in accordance with TEC, §21.044(e)(3)(A) the effect of supply and demand forces on the educator workforce in this state; and (B) the performance over time of the EPP for the past five years.
Action: Provide the website link, recruitment material, or admission material (application) where applicants are notified in writing of the admission requirements, completion requirements, the effects of supply and demand, and the performance of the EPP over the past five years.
- 19 TAC §227.1(d) EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense: (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; (2) the current SBEC rules prescribed in 19 TAC §249.16 and (3) the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B.
Action: Provide the website link, recruitment information or admission material (application), and the candidate handbooks for the principal and school counselor programs where the requirement is provided to applicants and candidates in those two certification classes.



- 19 TAC §227.10(a)(8) An applicant must participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Principal certification requires two or more per 19 TAC §241.5.
Action: Provide the following screen(s) for principal (two screens required) and school counselor (one screen required) applicants: Provide the Interview with standard questions and evaluated with a cut score or rubric that includes descriptions of levels of performance quality based on a coherent set of criteria; or provide the other screening instrument used evaluated with a cut score or a rubric that includes descriptions of levels of performance quality based on a coherent set of criteria.
- 19 TAC §227.17(b-d) For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10. (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. (c) For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. The effective date of formal admission must be included in the offer of formal admission.
Action: Provide the following each for one ACP, one principal, and one school counselor applicant: The written formal offer of admission letter with the specific admission date noted with the dated acceptance by the candidate

Recommendations

- Consider using a Content Hours Tracker when calculating required hours for admission in a content area.
- Publish on the website all admission requirements for principal and school counselor certification, rather than requiring an applicant to submit an email to a link to obtain the information.

Based on the evidence presented, Southwestern Assemblies of God University is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed the Core Subjects EC-6 with Science of Teaching Reading (STR) Curriculum and self-reported information contained within the Status Report to determine compliance.
- Southwestern Assemblies of God University reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. The program also provided the STR alignment chart and syllabi for the UG Core Subjects EC-6/STR certificate field as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.30(a)]



- Southwestern Assemblies of God University curriculum is research-based. Coursework for certificates that include STR was revised to include the updated STR research and standards. The EPP added depth and rigor to improve the RDG course requirements. The degree plan was revised to include courses in areas identified as needing improvement and more emphasis was included in the math and classroom management courses: EDP 4153 Elementary Math Concepts and EDP 3243 Classroom Management. Evidence used to revise the curriculum included data from annual assessment data gathered including certification test results, clinical teaching performance evaluations, and student evaluation of courses/program. This improved the readiness of candidates for clinical teaching and certification. The program met the requirement as prescribed. [19 TAC §228.30(b)]
- The code of ethics instruction is taught to teacher candidates in the following courses: RDG 3413, RDG 3433, RDG 3423, EDP3433, EDP 3413, EDU 5733, EDP5123, EDP 5813, and EDU 4273 Internship I. It is taught to principal candidates in EDU 5743 and school counselor candidates in ESC 5123. The program met the requirement as prescribed. [19 TAC §228.30(c)(1)]
- Instruction in the detection and education of students with dyslexia is taught to all teacher candidates in RDG 3433 and EDU 4273. It is not addressed in the principal or school counselor programs. The program met the requirement as prescribed for teacher certification, but did not for principal or school counselor certification. [19 TAC §228.30(c)(2)]
- Instruction regarding mental health, substance abuse, and youth suicide is addressed for all teacher candidates in TBSI training through UT Austin, the National Center on Substance Abuse and Child Welfare, Youth Suicide Prevention, and Making Educators Partners in Youth Suicide Prevention: Act on Facts trainings. It is addressed in EDU 5563 for principal and school counselor candidates. The program met the requirement as prescribed. [19 TAC §228.30(c)(3)]
- The skills that educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in this state are taught to all teacher candidates in the following courses: RDG 3413, RDG 3423, EDP 3433, EDP 3413, EDU 5733, EDP 5813, EDU 2253, EDU 4173, EDU 4183, EDU 4273, EDP 4163, EDP 3423, RDG 4513, EDP 4123, EDP 4153, EDU 4253, EDU 4363, EDU 4313, NG 3143, and ENG 3113, with additional course references in the Status Report, provided for review. The topic is not addressed in the principal or school counselor programs. The program met the requirement as prescribed for teacher certification, but did not for the principal or school counselor certification. [19 TAC §228.30(c)(4)]
- The importance of building strong classroom management skills is taught to all teacher candidates in the following courses: EDU 2253, EDU 4183, EDU 4563, EDU 5563, EDP 3423, and EDU 5723. The topic is not addressed in the principal or school counselor programs. The program met the requirement as prescribed for teacher certification, but did not for the principal or school counselor certification. [19 TAC §228.30(c)(5)]
- The framework for teacher and principal evaluation is taught to all teacher candidates in the following coursework: EDU 4173, RDG 4513, EDU 4969, EDU 4979, EDU 4989, EDU 5953, and EDU 5963. The topic is taught to principal candidates in EDU 5643 and



EDU 5973. The topic is taught to school counselor candidates in ESC 5126. The program met the requirement as prescribed. [19 TAC §228.30(c)(6)]

- Appropriate relationships, boundaries, and communication between educators and students are taught to all teacher candidates in the following courses: EDU 2253, EDU 5633, EDP 3423, RDG 4513, EDP 3413, EDP 5813, EDU 4969/4979/4989, and EDU 5953/5963. The topic is taught to principal candidates in EDU 5973. The topic is taught to school counselor candidates in ESC 5126 and ESC 5123. The program met the requirement as prescribed. [19 TAC §228.30(c)(7)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed learning curriculum including resources to address any deficiencies identified by the digital literacy evaluation, is not addressed as prescribed for all teacher, principal, or school counselor candidates. It was noted that all teacher candidates take EDP 3413 and EDP 5813 Instructional Technology courses, but the requirement is not explicitly addressed. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(8)(A-C)]
- All teacher candidates receive instruction in the TEKS, including the English Language Proficiency Standards (ELPS) in RDG 3413, RGG 3433, RDG 3423, EDP 3433, EDP 3413, EDU 5733, EDP 5123, and additional coursework identified in the Status Report submitted for review. The program met the requirement as prescribed. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content area literacy is taught in the following courses to all teacher candidates: RDG 3413, RDG 3433, RDG 3423, EDP 3433, EDU 5733, RDG 5113, EDU 5333, RDG 4513, and EDU 4273. The program met the requirement as prescribed. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in the following courses: RDG 3413, RDG 3433, RDG 3423, EDU 5733, EDU 5723, RDG 5113, EDU 5333, EDU 5353, and EEA 5133. The program met the requirement as prescribed. [19 TAC §228.30(d)(3)]
- The teacher standards are taught to all teachers in the following coursework: RDG 3433, RDG 3423, EDP 3433, EDP 3413, EDU 5733, EDP 5123, EDP 5813, EDU 4173, EDU 4183, EDP 4123, EDP 4153, and EDP 4563. The program met the requirement as prescribed. [19 TAC §228.30(d)(4)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in coursework. The degree plans were provided for review and all coursework served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.30(e)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.30(c)(2) **Dyslexia Instruction** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b).
Action: Require principal and school counselor candidates to be instructed in the detection and education of students with Dyslexia. Provide the syllabi where this topic is addressed for each certificate. Consider requiring the ESC training and retain the dated



certificates of completion for each candidate in the principal and school counselor program.

- 19 TAC §228.30(c)(4) **Educator & Student Expectations** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state
Action: Require principal and school counselor candidates to be instructed in the skills that educators are required to possess, the responsibilities they are required to accept, and the high expectations for the students in the state. Provide the syllabi where this topic is addressed for each certificate.
- 19 TAC §228.30(c)(5) **Classroom Management Skills** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: the importance of building strong classroom management skills.
Action: Require principal and school counselor candidates to be instructed in the importance of building strong classroom management skills. Provide the syllabi where this topic is addressed for each certificate.
- 19 TAC §228.30(c)(8) **Digital Literacy** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum.
Action: Require all teacher (UG/ACP/PB) candidates, principal candidates, and school counselor candidates to be instructed in digital learning that is aligned with the latest version of the [International Society for Technology in Education \(ISTE\) standards](#) including a digital literacy evaluation followed by a prescribed learning curriculum and include resources to address any deficiencies found by the digital literacy evaluation. Provide the syllabi where this topic is addressed for each certificate class. Provide the digital literacy evaluation and identify the prescribed curriculum and resources within each syllabus.

Recommendations

- None.

Based on the evidence presented, Southwestern Assemblies of God University is not in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- Southwestern Assemblies of God University provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Eleven teacher files, five principal files, and five school counselor files were reviewed. The candidate testing history, program benchmarks, degree plans, and transcripts were reviewed for each. The program met the requirement as prescribed. [19 TAC §228.35(a)(1-2)]



- Three UG and one ACP teacher candidates, one principal, and one school counselor candidate reached the point of standard certification. Program benchmarks, degree plans, and transcripts for each served as evidence that all coursework/training was completed prior to standard certification. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- Southwestern Assemblies of God University does not have specific criteria or procedures in place for allowing relevant military experiences or other relevant experiences, education, or training. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(5)(A-B)]
- Southwestern Assemblies of God University offers some coursework online in the various certification fields and classes. The program did not provide its accreditation for offering the coursework online. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(6)(A-D)]
- Teacher candidates are required to earn 300 clock-hours of coursework and training. Candidates for initial UG teacher certification earn 147 semester credit hours. ACP candidates earn 21 semester credit hours. Teacher PB candidates earn 39 semester credit hours. All exceed the 300 clock hours of coursework and training required for certification. Eleven teacher files and transcripts/degree plans were reviewed. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Non-teacher candidates are required to earn 200 clock-hours of coursework and training. Principal candidates earn 39 semester credit hours for certification. School counselor candidates earn 48 semester credit hours for certification. The total hours for each certificate exceeds the 200 clock hours of coursework and training required for non-teacher candidates. Five principal and five school counselor files and transcripts/degree plans were reviewed. The program met the requirement as prescribed. [19 TAC §228.35(c)]
- Teacher candidates are required to complete 150 clock-hours of prescribed coursework and training that allows candidates to demonstrate proficiency in specific coursework prior to clinical teaching/internship. Nine out of 11(82%) candidates completed the required coursework and training and two were in process. Degree plans, transcripts, and benchmark documents were reviewed for each file submitted. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)(A-J)]
- Teacher candidates are required to complete a minimum of 30 clock hours of field-based experiences (FBEs) prior to clinical teaching/internship. Eight out of nine (89%) completed 30 clock-hours or more FBEs and the tenth candidate completed 29 clock-hours of FBEs. That was acceptable because they were completed during the pandemic. The last two candidates were still in process of completing FBEs. The EPP provided syllabi noting FBE requirements, including reflections, and transcript documentation for each UG teacher file reviewed as evidence that each candidate completed the requirement as prescribed. The EPP also provided FBE logs for ACP and PB teacher candidates as evidence, but there was no evidence of reflections completed for ACP or PB candidates. The program met the requirement for UG teachers, but not for ACP or PB teachers. [19 TAC §228.35(b)(1)]
- FBEs must include 15-clock-hours of interactive FBEs. Five out of nine (56%) candidates had 15 clock-hours or more of interactive FBEs, four had no interactive



FBEs, and two were in process of completing FBEs. Reflections were documented as required and noted on syllabi provided for UG teacher candidates. There were no reflections provided for those FBEs for ACP or PB teacher candidates. The program met the requirement for UG teacher candidates but did not meet the requirement for ACP and PB candidates as prescribed. [19 TAC §228.35(e)(1)(A)]

- Up to 15 clock hours of FBEs may be provided by the use of electronic transmission or other video-based methods. One UG teacher candidate file contained evidence of 15 clock hours of videos and the course syllabi served as evidence that reflections were required. Two ACP candidates completed FBEs during the pandemic and all 30 clock-hours of the FBEs completed were via video for one candidate and the other candidate completed 29 clock-hours of FBEs via video. There were no reflections for those FBEs. The program met the requirement for the UG teacher program but did not meet the requirement as prescribed for the ACP program. [19 TAC §228.35(e)(1)(B)]
- Four teacher candidates had reached the point of clinical teaching and four teacher candidates had reached the point of internship and were either in the process of completing or have completed the requirement. Clinical teaching placement lists with start/end dates, start/end time, grade level, subject area, cooperating teacher, and field supervisor served as evidence for the four UG teacher candidates. Completed statements of eligibility, with placement information, tests passed, start/end dates, start/end times, district, campus, grade level, subject area, mentor, and field supervisor assigned served as evidence for the four interns. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)]
- The four clinical teachers completed 14 weeks of clinical teaching. Clinical teaching placement lists with start/end dates, start/end time, grade level, subject area, cooperating teacher, and field supervisor served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]
- One of the four clinical teachers completed two placements for seven weeks each and was in process of completing the assignment at the time of the review. The clinical teaching placement list with start/end dates, start/end time, grade level, subject area, cooperating teacher, and field supervisor served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(ii)(I-V)]
- Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment. The files for the four clinical teachers (100%) contained observation documents with levels of proficiency identified. It was noted that the fourth candidate was in process of clinical teaching. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for standard certification. Three clinical teachers were standard certified. Two out of three (67%) had the recommendation from the field supervisor and cooperating teacher. The third candidate only had a recommendation from the field supervisor. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Candidates in an internship must complete a full year in the assignments that match their certification categories for which they were prepared by the EPP. The assignment shall not be less than an average of four hours each day in the subject area and grade



level of certification sought. Four teacher candidates were in internship placements while holding probationary certificates. Three were in process and one had completed the assignment. Completed SOEs, placement information, tests passed, start/end dates, start/end times, district, campus, grade level, subject area, mentor, and field supervisor assigned served as evidence for the four candidates. It was also noted that the candidates were in their placements for the full day. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iii); 19 TAC §228.35(e)(2)(B)(iv)]

- One of the four candidates was seeking certification as an English Language Arts & Reading (ELAR)/Social Studies (SS) 4-8 candidate. That candidate was only in one placement for the internship year. The completed SOE, placement information, tests passed, start/end dates, start/end times, district, campus, grade level, subject area, mentor, and field supervisor assigned served as evidence. Because the candidate did not complete the internship in both placements, the program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iii)]
- An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment. Observation instruments for each of the four candidates served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An internship is successful when the field supervisor and campus administrator recommend to the EPP that the candidate should be recommended for standard certification. One candidate in an internship was recommended for standard certification. The recommendation from the field supervisor was provided, but the campus administrator's recommendation was not provided. The candidate also only completed the internship year in the ELAR 4-8 content area and not ELAR/SS 4-8 as required. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An EPP must provide ongoing support to a candidate for the full term of the initial and any additional internships. All four candidates in internships were supported throughout the internship. Field supervisor observations, records of ongoing support in the form of field supervisor logs served as evidence for each. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)]
- Candidates participating in an internship or clinical teaching must experience a full range of professional responsibilities that shall include the start of the school year, which is defined as the first 15 instructional days of the school year. Clinical teachers experienced the beginning of the year in clinical teaching assignments or FBEs. All four candidates in internships experienced the start of the year during their internship experience. The program met the requirement as prescribed. [19 TAC §228.35(e)(4)]
- All eight clinical teaching and internship placements were in public schools. Clinical teaching placement lists and SOEs provided for review served as evidence. All eight candidates did not have an administrative role over the mentor or cooperating teacher and were not related to the field supervisor, mentor, or cooperating teacher. The program met the requirement as prescribed. [19 TAC §228.35(e)(6); 19 TAC §228.35(e)(7)]
- Non-teacher candidates are required to complete a 160 clock-hour practicum. Three principal candidates had reached the point of practicum. One candidate had 179.25



clock-hours and two were in process. Practicum documentation was not provided for the two in process. One out of three (33%) met the requirement. Two school counselor candidates had reached the point of practicum. Practicum hours were not provided for one candidate that was in process and on a probationary certificate. The second candidate completed 231 clock hours. One out of two (50%) school counselor candidates met the requirement. The practicum was standards-based for principal and school counselor candidates. The document noting standards-based activities was provided for two candidates. The program did not meet the standards-based practicum hours requirement as prescribed. [19 TAC §228.35(e)(8)]

- Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained during the practicum. All were completed in public or charter schools. None of the candidates had a supervisory role over, and were not related to, the site supervisor or field supervisor assigned. Observation documents and an SOE were provided as evidence for the three principal candidates and two school counselor candidates. The program met the requirement as prescribed. [19 TAC §228.35(e)(8); 19 TAC §228.35(e)(8)(A); 19 TAC §228.35(e)(8)(B)]
- One school counselor candidate was placed on a probationary certificate during the practicum experience. The SOE, degree plan, benchmark document, transcript, and candidate testing history noting that the exam had been passed prior to certificate issuance. This was verified in the Educator Certification Online System (ECOS). The candidate was in process of completing the internship year and the observation documents to date were provided as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(C)(i)]
- A practicum is successful when the field supervisor and site supervisor recommend to the EPP that the candidate should be recommended for standard certification. One principal candidate was recommended for standard certification but did not have the field supervisor or site supervisor recommendations. One school counselor candidate was recommended for standard certification but did not have the field supervisor or site supervisor recommendations. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or a practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Eight UG/ACP/PB teacher candidates, three principal candidates, and three school counselor candidates progressed to the point of field supervision. Candidate placement information with the date of placement, candidate name, cooperating teacher/mentor/site supervisor assigned, subject area, grade level, campus, district, and administrator name was provided for each file reviewed and served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- Cooperating teachers, mentors, and site supervisors must be qualified. The four cooperating teachers (100%) assigned to clinical teachers were all qualified. Only one in four (25%) of mentors had the required credentials qualifications and training. Documentation was not provided for the other three mentors. The three site supervisors (100%) assigned to principal candidates were all qualified. The three site supervisors (100%) assigned to school counselor candidates were all qualified. Documentation in the



form of certificates, service records, and resumes were provided as evidence for certification, qualifications, and training. The program met the requirement for the UG teacher, principal, and school counselor programs, it did not meet the requirement for the PB teacher class as prescribed. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]

- The EPP is responsible for providing mentor, cooperating teacher, and site supervisor training. Training material was provided by the EPP to cooperating teachers, mentors, and site supervisors within three weeks of assignment to the candidate. Evidence of training completed was in the form of a signature page that training occurred was provided in all four (100%) cooperating teacher files, one out of four (25%) of ACP files, three (100%) principal files, and three (100%) school counselor files. The EPP met the requirement as prescribed for the UG teacher, principal, and school counselor programs, but not the ACP program. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Candidates in clinical teaching, internship, or practicum assignment must be assigned a field supervisor that has been trained. The four (100%) UG teacher candidates that reached the point of clinical teaching were assigned a field supervisor that had been trained within three weeks of assignment. One out of four (25%) ACP candidates were assigned a FS who had been trained within three weeks of assignment. Two out of three (66%) principal candidates were assigned a field supervisor who had been trained within the first three weeks of the assignment. All three school counselor candidates were assigned a field supervisor, but only two out of three (66%) received both local and statewide field supervisor training within the first three weeks of assignment. Candidate placement lists with field supervisors assigned and training identified with certificates of completion provided served as evidence. The UG teacher program met the requirement as prescribed, but the ACP, principal, and school counselor programs did not. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors are required to be qualified. Three out of four (75%) field supervisors assigned to clinical teachers were qualified. Three out of four (75%) field supervisors assigned to ACP candidates were qualified. One out of three (33%) field supervisors assigned to principal candidates were qualified. All three (100%) field supervisors assigned to school counselor candidates were qualified. Resumes, service records, and service records served as evidence. The school counselor program met the requirement as prescribed, but the teacher and principal programs did not. [19 TAC §228.2(16)]
- None of the field supervisors assigned to a teacher, principal, or school counselor candidates were employed at the same school where the candidates were completing clinical teaching, internship, or practicum. Placement lists were reviewed for eight UG/ACP, three principal, and three school counselor files reviewed. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All teacher candidates must receive an initial contact from the field supervisor within the first three weeks of the assignment or an initial contact within the first quarter of the assignment for non-teacher candidates. Seven out of eight (88%) of UG/ACP candidates received an initial contact as required. Two out of three (66%) of principal candidates received an initial contact as required. All three (100%) school counselor candidates received an initial contact as required. The program had a document in each file reviewed that contained the date and method of initial contact with signatures of the field



supervisor and candidate as evidence. The teacher and school counselor programs met the requirement as prescribed, but the principal program did not. [19 TAC §228.35(g) & (h)]

- For each formal observation, the field supervisor must participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation conference. Neither the pre- nor post-observation conference needs to be onsite. All eight (100%) of the UG/ACP candidate files reviewed contained evidence of a pre- and post-observation conference as required. Only one out of three (33%) of principal candidate files reviewed contained evidence of both the pre- and post-observation conference as required. The 2nd file reviewed only contained the post-observation conference documentation and no documentation was provided for the third file reviewed. All three (100%) of school counselor files reviewed contained evidence of a pre-and post-observation as required. The document with the date of each pre- and post-observation conference along with each formal observation, all signed by the candidate and field supervisor served as evidence for each file reviewed. The teacher and school counselor programs met the requirement as prescribed, but the principal program did not. [19 TAC §228.35(g) & (h)]
- For each formal observation, the field supervisor must document the educational practices observed and provide a copy of the written feedback to the candidate's cooperating teacher, mentor, or site supervisor. Informal observations and coaching must be provided as appropriate and the field supervisor must collaborate with the candidate, cooperating teacher, mentor, site supervisor, and campus administrator as applicable. All eight (100%) UG/PB teacher files reviewed contained all observation documents noting educational practices observed. Two out of three (66%) of principal files reviewed contained observation documents with educational practices observed. The third file was not submitted for review. All three (100%) school counselor files reviewed contained all observation documents with educational practices observed. The document reflecting signatures of all required individuals, the T-TESS type observation documents, and field-supervisor contact logs were submitted as evidence for all files reviewed and signed off by the required individuals. The teacher and school counselor programs met the requirement as prescribed, but the principal program did not. [19 TAC §228.35(g) & (h)]
- Formal observations of teacher candidates conducted by the field supervisor must meet the requirements for duration, frequency, and format. All eight (100%) UG/ACP teacher formal observations were 45 minutes in duration and were conducted as required in terms of frequency, duration, and format. The program met the requirement as prescribed. [19 TAC §228.35(g)(1-8)]
- One candidate was seeking certification in two subject areas (ELAR/SS 4-8) but was only provided field supervision in one subject area (ELAR 4-8). Observation documents served as evidence. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)(5-6)]
- Formal observations of non-teacher candidates must be 135 minutes in duration across the practicum and occur within the first, second, and final third of the practicum. Two out of three (66%) principal candidate observation records in files reviewed met the requirement as prescribed and the third file was not provided. All three (100%) school



counselor files reviewed contained observation documents that met the requirement and the third school counselor file reviewed contained observations that met duration but were not spaced in thirds across the practicum. The program did not meet the requirement as prescribed. [19 TAC §228.35 (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(a)(5)(A): Prior Coursework Policy-Military** Each EPP must develop and implement specific criteria and procedures that allow: military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought.
Action: Develop and implement specific criteria and procedures that meet requirements for military personnel or veterans that credit prior service, training, or education provided that it is directly related to the certificate sought. Provide the Handbooks for the teacher (UG/ACP/PB), principal, and school counselor handbooks, or the website link, or admission material (handbook) for the teacher (UG/ACP/PB), principal, and school counselor where the policy and procedure requirement is addressed.
- **19 TAC §228.35(a)(5)(B): Prior Coursework Policy-Non-Military** Each EPP must develop and implement specific criteria and procedures that allow: candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.
Action: Develop and implement specific criteria and procedures that meet requirements for non-military personnel that allow candidates to substitute prior service, training, or education provided that it is directly related to the certificate sought and was provided by an approved EPP or accredited IHE within the past five years. Provide the Handbooks for the teacher (UG/ACP/PB), principal, and school counselor handbooks, or the website link, or admission material (handbook) for the teacher (UG/ACP/PB), principal, and school counselor where the policy and procedure requirement is addressed.
- **19 TAC §228.35(a)(6) Quality of Online Coursework**-Coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following: Accreditation or Certification by the Distance Education Accrediting Commission; Program Design and Teaching Support Certification by Quality Matters; or 19 TAC, Part 1, Chapter 7 relating to Degree-Granting Colleges and Universities Other than Texas Public Institutions.
Action: Provide the specific accreditation or certification for the online coursework provided by Southwestern Assemblies of God University. Identify the certificate areas that contain coursework that is offered online. Because Southwestern Assemblies of God University is a private IHE, the EPP would need one of the following: [DEAC](#)



accreditation or [QM](#) accreditation, or the Southwestern Assemblies of God University accreditation to offer online coursework.

- 19 TAC §228.35(e)(1)(A-B) An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; instruction by content certified teachers; actual students in classrooms/instructional settings with identity-proof provisions; content or grade-level specific classrooms/instructional settings; and written reflection of the observation. Up to 15 clock hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based methods. Field-based experience provided by the use of electronic transmission or other video or technology-based methods that meet the same requirements.
Action: Provide the syllabi for the ACP/PB teacher candidate programs that identify that FBEs are in a variety of settings and include 15 clock hours of interactive FBEs that meet requirements. Provide the candidate handbooks for each program identifying the FBE requirement, including the requirement for written reflections. Provide the field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students; verifying signatures of observed teacher used in the ACP/PB programs. Require candidates to submit the FBE logs to the EPP for verification that a minimum of 30 clock hours of FBEs with 15 clock hours of interactive FBEs, all with reflections, are retained in candidate files.
- 19 TAC §228.35(e)(2)(A)(iii) Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.
Action: Require the field supervisor and the cooperating teacher to provide a recommendation to the EPP that the candidate should be recommended by the EPP for standard certification. If either does not recommend that the candidate should be standard certified by the EPP, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher. Retain the evidence in the candidate file. Continue to use the document implemented to record the recommendations to the EPP. Submit that template as evidence.
- 19 TAC §228.35(e)(2)(B)(iii)(I-V) An EPP may permit an additional internship assignment of less than an average of four hours each day if the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought; the EPP is approved to offer preparation in the certification category



required for the additional assignment; the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section; the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required.

Action: Require candidates seeking two certificate areas to complete an internship in both subject areas as required. Provide one candidate file for a candidate in an internship with two placements that includes the following: Record of coursework completed, completed statement of eligibility (SOE), documentation with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and the intern or probationary certificate, field supervisor observation documents noting observations in both placements, and the letter from the district notifying the candidate and EPP in writing that an assignment of less than four hours is required.

- 19 TAC §228.35(e)(2)(B)(vii) An internship is successful when the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.

Action: Require the field supervisor and campus administrator to recommend to the EPP that the candidate should be recommended for standard certification. Provide one candidate file that contains the following information: Written information from the field supervisor and campus administrator that the candidate should be recommended by the EPP for standard certification. Provide the template used to document the recommendation as evidence.

- 19 TAC §228.35(e)(8) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours.

Action: Require all principal and school counselor candidates to complete a practicum that is a minimum of 160 clock-hours. Provide the practicum log used by candidates in each certificate area as evidence. The logs must reflect educator standards-based activities and include practicum information with start and end dates, district, campus, and site supervisor/field supervisor assigned.

- 19 TAC §228.35(e)(8)(D) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation.

Action: Require the field supervisor and site supervisor to recommend to the EPP that each principal and school counselor candidate should be recommended by the EPP for standard certification. If either the field supervisor or site supervisor does not recommend to the EPP that the candidate should be standard certified, the person who



does not recommend the candidate to the EPP must provide documentation supporting the lack of recommendation. Provide one principal and one school counselor file that contains the recommendation to the EPP from the principal and site supervisor that the candidate should be recommended for standard certification. Consider using the same type of document used for teacher recommendations for the principal and school counselor recommendations to record that the recommendations were made and retain that evidence in each candidate file.

- 19 TAC §228.2(26), & §228.35(f) Mentor-For an internship candidate, an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who is currently certified in the certification category in which the internship candidate is seeking certification. The EPP is responsible for providing mentor and cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. This includes training in how to coach and mentor teacher candidates.

Action: Require all mentors to be qualified and trained. Retain evidence that the requirement was met in each candidate file. Retain evidence of training, certificates of completion, that meet requirements in each candidate file. Submit as evidence: The process used to ensure that mentors are trained, certified, and qualified and the document used to record that mentor teachers met the requirement.

- 19 TAC §228.35(g) & (h) & §228.2(16) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Field supervisor-A currently certified educator, who preferably has advanced credentials, shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15.

Action: Require all candidates to be assigned a field supervisor during the internship or practicum. If a candidate is enrolled in two separate programs, then field supervision is required for each program to which the candidate is admitted. Require all field supervisors to receive local and statewide field supervisor training. Retain certificates for each type of training. If a field supervisor is trained with T-TESS, a certificate is required each year. Provide the following evidence: The process used to ensure that every candidate is assigned a field supervisor. The process used to ensure that field supervisors have had local and statewide or T-TESS training.

- 19 TAC §228.35(h) For certification in a certification class other than classroom teacher, the initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment.



Action: Require all principal candidates to have initial contact with the field supervisor assigned within the first quarter of the assignment. Submit as evidence: The process used to ensure that all principal candidates receive the first contact as required and the document used to record the first contact.

- 19 TAC §228.35(h). For certification in a certification class other than classroom teacher, for each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and neither the pre-observation conference nor the post-observation conference needs to be onsite. For each formal observation, the field supervisor shall document the educational practices observed. For each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's site supervisor. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

Action: Require field supervisors for principal candidates to conduct interactive pre- and post-observation conferences with candidates at each formal observation as required and document educational practices observed. Require the field supervisor to provide a copy of the written feedback to the candidate's site supervisor. Require the field supervisor to provide informal observations and coaching as appropriate. Require the field supervisor to collaborate with the candidate and site supervisor throughout the practicum experience. Retain evidence in each candidate file. Submit as evidence: The process used to ensure that all principal candidates receive a pre- and post-observation conference at each formal observation, the document used to record formal observation educational practices observed, and the document used to ensure that candidates' site supervisor received a copy of the written feedback for each formal observation. Also submit the document used to record that the field supervisor collaborated with the candidate and site supervisor throughout the practicum experience.

- 19 TAC §228.35(g)(5-6) Teacher candidates-For a first-year internship under a probationary certificate or an additional internship described in 19 TAC §228.35(e)(2)(B)(v)(II) that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, an EPP must provide a minimum of one formal observation in each of the assignments during the first half of the assignment and a minimum of one formal observation in each assignment during the second half of the assignment.
Action: Require teacher candidates being certified in two content areas to be observed in both content areas as required. Submit as evidence: The process used to ensure that candidates in an internship in two content areas are being observed by the field supervisor in both certification fields and the document used to record the observations in both certification fields.
- 19 TAC §228.35(h)(1-3) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.



Regardless of the type of certificate held by a candidate during a practicum, an EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Action: Require practicum observations to be a total of 135 minutes in duration throughout the practicum and conducted by the field supervisor. Submit as evidence: The process that the EPP uses to ensure that observations are 135 minutes in duration and conducted by the field supervisor. Submit the document used to record the information for each candidate. Require the field supervisor to provide one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum for principal and school counselor candidates. Submit as evidence: The process used to ensure that observations are conducted in thirds across the practicum. Submit the document used to record the information for each candidate.

Recommendations

- None.

Based on the evidence presented, Southwestern Assemblies of God University 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

- Southwestern Assemblies of God University has established benchmarks to measure candidate progress. Eleven teacher files and ten non-teacher files contained a benchmark document noting each requirement and the date the requirement was met. The program met the requirement as prescribed. [19 TAC §228.40(a)]
Because TEA reviewed the Core Subjects EC-6 with STR certification, TEA reviewed assessments related to that certificate. Southwestern Assemblies of God University has structured assessments to measure candidate progress. The EPP provided a cross-curricular Early Childhood Math & Science Unit Plan and an Early Childhood Cross-Curricular Unit plan that was standards-based and included an aligned rubric. The EPP also provided an STR Exemplar Case Study with an aligned rubric. Both were standards-based. The EPP also provided the STR alignment matrix to show where the STR standards were taught in the Core Subjects with STR EC-6 certification. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- Southwestern Assemblies of God University has processes in place to ensure that candidates are prepared to be successful in their certification exams. Each file reviewed contained a benchmark document with the date requirements for testing were met. Southwestern Assemblies of God University does not grant test approval to candidates until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Southwestern Assemblies of God University uses information from a variety of sources to evaluate program design and delivery. The EPP provided AC meeting minutes from



the last AC meeting with evidence that program evaluation was discussed. The EPP also provided an evaluation plan for the past three academic years from 2017-2020. The program assessments for the following curriculum certificate areas were included: MEd Curriculum & Instruction, MEd Educational Leadership, Elementary Education, English Language Arts & Reading Mid-Secondary Program, Math BA Program, Music Program, PE Program, MEd School Counseling Program, Social Studies/History Mid-Secondary Program, and Theatre EC-12 Program. The results included the next steps that the EPP would take as a result of the program assessments. The program met the requirement as prescribed. [19 TAC §228.40(e)]

- All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. The program met the requirement as prescribed. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- None.

Recommendations

- None.

Based on the evidence presented, Southwestern Assemblies of God University 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).

- Each candidate signs an agreement to adhere to the Texas Educator's Code of Ethics. Evidence, in the form of signed Educator Code of Ethics documents, was found in all 11 teacher files (100%), in three out of five (60%) principal files, and one out of five (25%) school counselor files. Two principal candidates had not yet taken the course where the Educator Code of Ethics is taught/discussed, and three counselor candidates had not yet taken the course where the Educator Code of Ethics is taught/discussed. In all, 80% of the non-teacher candidates that completed the ethics course contained a signed Code of Ethics document in their file.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. TEA received a signed Educator Code of Ethics from 13 Southwestern Assemblies of God University staff members as evidence of compliance.



Compliance Issues to be Addressed

- None.

Recommendations

- Consider having all candidates in all programs sign the Educator Code of Ethics at the time of admission in addition to requiring the course after each is admitted.

Based on the evidence presented, Southwestern Assemblies of God University is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA and includes a timeline for filing a complaint. The EPP complaint policy is also posted on the website and contains a link to filing a complaint with TEA. The program has the compliant policy posted on-site. The program provides the complaint policy in writing upon request. The program met the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None.

Recommendations

- None.

Based on the evidence presented, Southwestern Assemblies of God University 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. All four teacher candidates who reached certification held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- All four teacher candidates were recommended for standard certification. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2)]
- One principal candidate and one school counselor candidate reached the point of standard certification. Both candidates had official transcripts and met degree requirements prior to standard certification. The school counselor candidate was standard certified before the requirement of the 48-hour master's degree in counseling went into effect. The program met the requirement as prescribed. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.20(3)]
- Principal candidates are required to 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. The program provided a valid teacher certificate and the



service record reflecting more than two years of experience as a classroom teacher. The program met the requirement as prescribed. [19 TAC §241.20(3); 19 TAC §241.60(3); 19 TAC §241.20(4); 19 TAC §241.60(4)]

- School counselor candidates are required to have two creditable years of teaching experience as a classroom teacher. The program provided the service record for the one school counselor candidate reflecting more than two years of experience as a classroom teacher. The program met the requirement as prescribed. [19 TAC §239.20(4)]
- Principal and school counselor candidates must successfully complete an approved EPP to be standard certified. The record of EPP completion, benchmark document, and official transcripts was provided for the principal and school counselor candidates as evidence of compliance. The program met the requirement as prescribed. [19 TAC §241.20(5); 19 TAC §241.60(5); 19 TAC §239.20(1)]

Compliance Issues to be Addressed

- None.

Recommendations

- None.

Based on the evidence presented, Southwestern Assemblies of God University is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- Southwestern Assemblies of God University has submitted ASEP reports within the timeline required by TEA for the 2018-2019 and 2019-2020 academic years. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) and Associated Graphic]
- Eight out of 11 (73%) teacher candidate files reviewed contained a formal offer of admission letter that corresponded to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- Ten out of 11 (91%) teacher candidates were reported to TEA as admitted within seven days.
- Transcripts in nine out of 11 (82%) teacher files reflected a GPA that corresponded to the GPA reported.
- Observation data in the files for the four teacher candidates in internships (100%) and the four teacher candidates in clinical teaching (100%) corresponded to observation data reported.
- All eleven (100%) teacher candidates (UG/ACP/PB) were correctly reported on the finisher record list for each year they were in the program.
- In the principal program, four of the five candidates reviewed were required to be reported as admitted. The fifth was not because that candidate was admitted prior to the implementation date of the requirement. For each of the four candidates, the admission date in the formal offer of admission did not correspond to the admission date reported.



- All four principal candidates (100%) were uploaded as admitted within seven days and the fifth was admitted prior to the implementation date of the requirement.
- Transcripts in two out of five (40%) principal files reflected a GPA that corresponded to the GPA that was reported. Two did not correspond and one was not reported.
- All five principal candidates (100%) were correctly reported on a finisher record list for each year they were enrolled in the program.
- None of the principal candidate observations were uploaded into ASEP as required for the 2019-2020 or 2020-2021 academic years.
- In the school counselor program, all five candidates were required to be reported as admitted. All five files reviewed did not contain a formal offer of admission that corresponded to what was reported.
- Four out of five school counselor candidates were required to be uploaded as admitted within seven days of admission and the fifth candidate was admitted prior to the implementation date of the requirement. All four (100%) were uploaded as admitted within seven days as required.
- Transcripts in two out of five (40%) school counselor files reflected a GPA that corresponded to the GPA reported. The fifth candidate was not reported.
- All five (100%) school counselor candidates were correctly reported on the finisher record list for each year they were in the program.
- None of the school counselor observations were uploaded into ASEP as required for the 2019-2020 or 2020-2021 academic year.

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §229.3(f)(1) and [Graphic](#) Accurately report all data.
Require the GPA reported to correspond to the GPA in candidate records for all non-teacher candidates.
Action: Require the formal admission date in candidate records to correspond to formal admission dates reported in ECOS for all teacher and non-teacher candidates. Upload all non-teacher observations in ASEP for 2020-2021 and hereafter. Ensure that observations meet the frequency, duration, and format requirements and that observation data that is reported is accurate when compared with observation data in candidates' records. Correctly report all non-teacher GPAs.

Recommendations

- None.

Based on the evidence presented, Southwestern Assemblies of God University is not 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.

- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- 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 is 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 transition from test #291 to test #391 for issuance of the Core with STR EC-6 certificate is in process. The last administration date for test #291 is December 31, 2021. Test #291 may be used for certification through December 2022. EPPS should begin reminding candidates about these deadlines so that certificates may be issued in a timely fashion for candidates and past finishers who have met requirements. As new EC-6 candidates meet test readiness requirements, EPPs should approve testing on #391.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes 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.
- 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

Next Steps were created collaboratively with the Southwestern Assemblies of God University staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before August 27, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date