



## 2021 – 2022 Continuing Approval Review Report St. Edward's University

### **PURPOSE**

Texas Education Agency (TEA) Education Specialists Emily Carrizalez and Vanessa Alba conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at St. Edward's University (SEU) November 16-18, 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 (5) years...". Dr. Kristy Ballard was identified as the program's Legal Authority and the primary EPP contact for the review process. Dr. Glenda Ballard and Dr. David Hollier were identified as the Backup Legal Authorities. SEU was approved as an EPP on January 6, 1969. At the time of the review, the EPP was rated Accredited-Probation (Year One) for 2018-2019 and Not Rated: Declared State of Disaster for 2019-2020. The risk level was Stage 1 (high). The EPP reported 21 finishers for the 2020-2021 reporting year and 41 finishers for 2019-2020.

At the time of the review, SEU was approved to certify candidates in the Teacher class. The EPP is approved to certify candidates through the post-baccalaureate (PB) and traditional (TRAD) routes. Candidates included in the review were enrolled in the EPPs TRAD route because no candidates were enrolled in the PB route in the last five (5) years.

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 "Virtual On-site" 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. A Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

At various stages of the review, the EPP staff participating were Dr. Kristy Ballard, Dr. Glenda Ballard, and Dr. Kris Sloan.

### **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 November 1, 2021. Additional EPP documents, including records for ten candidates, were submitted on November 12, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and data triangulation 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” was 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 meets requirements. The advisory committee meeting minutes served as evidence. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to SEU. The advisory committee meeting minutes served as evidence. [19 TAC §228.20(c)]
- SEU has a published calendar of activities for its Teacher program. Evidence in the form of a calendar was found on the program website. The SEU website includes adequate information that is necessary for candidates and applicants to make informed decisions about the EPP. [19 TAC §228.20(g)]
- SEU submitted the Status Report for the EPP Review on November 1, 2021, as required. [19 TAC §228.10(b)(1)]
- Per TEA records, SEU has been approved to offer clinical teaching since 2013. [19 TAC §228.10(c)]
- The EPP has a published exit/dismissal policy on the EPP website, but its current procedures do not include candidates reviewing and signing the policy upon admission. The program does not meet the requirement as prescribed. [19 TAC §228.20(h)]

#### **Compliance Issue(s) to be Addressed (Compliance Plan)**

- 19 TAC §228.20(h) – Dismissal Policy  
Action: Update the EPP admission processes to include the collection and retention of the signed exit policy that is reviewed by candidates upon admission. Submit evidence the EPP exit policy for dismissal is reviewed and signed by one candidate upon admission.

Based on the evidence presented, St. Edward’s University was not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.



## COMPONENT II: ADMISSION - 19 TAC Chapter 227

### Findings

- SEU has informed applicants of the required information about the EPP. Admission requirements were found on the EPP website. EPP completion requirements were found on the EPP website in the annual SEU Bulletin. The effects of supply and demand on the educator workforce in Texas, and the performance of the EPP over five (5) years were found on the EPP website. The program met the requirement as prescribed. [19 TAC §227.1(c)(1-3)]
- SEU has informed applicants and candidates about the required information regarding criminal history. The information was found on the EPP website. The program met the requirement as prescribed. [19 TAC §227.1(d)]
- A total of 10 TRAD Teacher records were reviewed.
- All 10 Teacher candidates met the minimum GPA requirement for admission. The GPA range was 2.50-3.92. Official transcripts included in each record served as evidence of admission GPAs. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Before admission, teacher applicants must demonstrate content knowledge by having at least 12 semester credit hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or by passing a pre-admission content test (TX PACT). All 10 Teacher records contained evidence that the candidates met the requirement. Official transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills before admission. All 10 candidates' basic skills were identified in their official transcripts. The university required reading, writing, and math courses that must be taken before admission to the EPP. 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 10 Teacher candidates were admitted to the EPP under the English language proficiency requirements of SEU. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. None of the candidate records reviewed included evidence of a screening instrument. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8)]
- An applicant must submit an application to the EPP. All 10 Teacher records included an application to the EPP. SEU applications are completed online, and the responses are then collected in a spreadsheet for the admission committee to review. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- SEU requires candidates to have taken and passed EDUC 1330, EDUC 2331, EDUC 2332, and SPED 2324 before admission to the EPP. All 10 records included evidence that each candidate had met this academic requirement before admission to the EPP. Official transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(9)]



- Formal Admission to the EPP includes a written offer of formal admission from the EPP to the applicant and a written acceptance of the offer of formal admission from the applicant to the EPP. Eight out of 10 records included documentation of each candidate's written offers of admission and the written acceptance from each candidate. One (1) out of 10 records included a written acceptance but no formal admission offer. One (1) out of 10 records did not include a written offer and did not include a written acceptance. The program met the requirement as prescribed. [19 TAC §227.17]
- The effective date of formal admission must be included in the offer of formal admission. Eight out of 10 records included a written offer of formal admission, but the effective date of formal admission was not included in the offer letter for any records. One (1) out of 10 records did not include an offer of formal admission, so TEA could not verify if the effective date of formal admission was included. The program did not meet the requirement as prescribed. [19 TAC §227.17(d)]
- An EPP must notify TEA within 7 calendar days of a candidate's formal admission. Per formal offers of admission and ECOS records, 6 out of 10 candidate's admission were reported to TEA within 7 calendar days. Four (4) out of 10 candidate's admission were reported to TEA within 8 calendar days. The program did not meet the requirement as prescribed. [19 TAC §227.17(e)]
- Per records in ECOS, formal admission letters, and EPP coursework, none of the 10 candidates reviewed received coursework before being admitted to the EPP. The program met the requirement as prescribed. [19 TAC §227.17(f)]

**Compliance Issue(s) to be Addressed** (see Compliance Plan)

- 19 TAC §227.10(a)(8) – Admission Screening Instrument  
Action: Update EPP admission processes to include the use of an interview or screening instrument to determine applicants' appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident. Submit the screening instrument or interview used to determine appropriateness for the certification sought for one applicant. The rubric used and the cut score implemented must be provided.
- 19 TAC §227.17(d) – Formal Admission Effective Date  
Action: Update the offer of formal admission to include the effective date of formal admission. Submit the offer of formal admission, including the effective date, for one candidate.
- 19 TAC §227.17(e) – Formal Admission Reporting  
Action: Update the EPP data reporting processes and admission processes to ensure candidate admissions are reported to TEA within 7 calendar days of the candidate's formal admission. Submit the offer of formal admission, including the effective date, for one candidate. TEA will then use ECOS to cross-reference the candidate's admission record to verify the candidate was reported to TEA within 7 calendar days of the candidate's formal admission.

Based on the evidence presented, St. Edward's University is not in compliance with 19 TAC Chapter 227 - Admission Criteria.



## COMPONENT III: CURRICULUM – 19 TAC §228.30

### Findings

- TEA reviewed curriculum documents, course syllabi, and a variety of performance-based assessments and corresponding rubrics to determine compliance.
- Per the Status Report, course syllabi, alignment charts, and the Scope and Sequence document, SEU provided a standards-based curriculum. The Core Subjects w/ Science of Teaching Reading (STR) EC-6 curriculum materials served as evidence. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- The use of TEKS was evident in course materials, alignment charts, and the Scope & Sequence document for EDUC 2331 and EDUC 2337. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- SEU curriculum is research-based. Evidence of a research-based curriculum was verified through citations included in course syllabi. The program met the requirement as prescribed. [19 TAC §228.30(b)]
- The Educators' Code of Ethics is taught in EDUC 4359. Links to the TEA Ethics Training Modules 1-4 served as evidence. [19 TAC §228.30(c)]
- Mental health, substance abuse, and youth suicide is taught in EDUC 4359. Syllabus links to training from a TEA-approved vendor Texas Behavior Support Initiative (TBSI) and Texas Suicide Prevention served as evidence. [19 TAC §228.30(c)]
- Dyslexia instruction is taught in EDUC 4359. The course syllabus and standards alignment chart served as evidence. [19 TAC §228.30(c)]
- The high expectations for students in this state are taught in EDUC 2331, EDUC 2332, EDUC 4334, EDUC 4348, and multiple other courses. Course syllabi served as evidence. [19 TAC §228.30(c)]
- The importance of building strong classroom management skills is taught in EDUC 4359 and EDUC 4360. Course Syllabi and course materials served as evidence. [19 TAC §228.30(c)]
- SEU curriculum includes coursework on teacher evaluation in EDUC 4359 and EDUC 4360. Evidence of instruction on the principal evaluation framework was not evident. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)]
- Appropriate relationships, boundaries, and communications between educators and students are taught in EDUC 4359 through the TEA Ethics Training Modules 1-4. Links to the TEA modules served as evidence. [19 TAC §228.30(c)]
- SEU requires candidates to complete technology training in EDUC 2332. However, insufficient evidence made it unclear if the digital literacy curriculum includes a digital literacy evaluation followed by a prescribed curriculum. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)]
- Due to insufficient evidence, it is unclear where the English Language Proficiency Standards are covered in the EPPs curriculum. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)]
- For certificates that include early childhood education and prekindergarten, evidence the PK Guidelines are taught is insufficient. TEA was unable to verify where PK Guidelines are covered in the course curriculum. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(3)]



- Reading instruction in the ELAR with STR module for Core Subject EC-6 courses was evident. Evidence that reading instruction was provided to candidates in other certificate areas was based on the syllabi, coursework, and course materials reviewed. Reading instruction is included in the course READ 2341. The program met the requirement as prescribed. [19 TAC §228.30(d)]
- Evidence of instruction in the Texas Teachers standards was identified. TEA was able to verify instruction in each Teacher standard based on the syllabi, course materials, and coursework reviewed. The program met the requirement as prescribed. [19 TAC §228.30(d)]

**Compliance Issue(s) to be Addressed** (see Compliance Plan)

- 19 TAC §228.30(c) – Principal Evaluation Framework  
Action: The EPP must update all certificate areas, so all candidates receive instruction on the principal evaluation framework. If necessary, update course syllabi to reflect updated coursework. Submit course outlines, course syllabi, or coursework that reflects evidence of instruction on the principal evaluation framework that will be provided to candidates in all certificate areas.
- 19 TAC §228.30(c) – Digital Literacy  
Action: The EPP must update coursework so candidates receive a digital literacy evaluation that is aligned with ISTE standards followed by instruction in digital learning to address deficiencies uncovered by the evaluation. If necessary, update course syllabi to reflect updated coursework. Submit course outlines, course syllabi, or coursework that reflects specific evidence of instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum that will be provided to candidates in all certificate areas. And submit the digital literacy evaluation used, identify the prescribed curriculum based on the ISTE Standards, and cite the resources used to address any deficiencies found in the evaluation.
- 19 TAC §228.30(d)(1) – English Language Proficiency  
Action: The EPP must update coursework so candidates receive instruction in the English Language Proficiency standards. If necessary, update course syllabi to reflect updated coursework. Submit course outlines, course syllabi, or coursework reflecting evidence of instruction on the English Language Proficiency Standards that will be provided to candidates in all certificate areas.
- 19 TAC §228.30(d)(3) – Prekindergarten Guidelines  
Action: The EPP must update coursework so candidates receive instruction on the Prekindergarten Guidelines. If necessary, update course syllabi to reflect updated coursework. Submit course outlines, course syllabi, or coursework reflecting evidence of instruction on the Prekindergarten Guidelines that will be provided to all candidates seeking certificates that include early childhood and prekindergarten: Art EC-12, Core Subjects EC-6, Languages other than English (LOTE) Spanish EC-12, PE EC-12, Special Education (SPED) EC-12, and Theatre EC-12.

Based on the evidence presented, St. Edward's University is not in compliance with 19 TAC §228.30-Curriculum.



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

### Findings

- SEU syllabi that were reviewed contained evidence of adequate coursework, but not all the syllabi reflected all the required curriculum topics required in TAC. Candidate degree plans and official transcripts noting a conferred bachelor's degree also served as evidence of adequate preparation to be effective in the classroom. The program met the requirement as prescribed. [19 TAC §228.35(a)(1)]
- SEU provided limited evidence of using performance-based assessments that are standards-based and are evaluated on a rubric aligned to standards. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(2)]
- All coursework must be completed before EPP completion and standard certification. Six out of 10 candidates reached the point of standard certification. SEU transcripts served as evidence that the 6 standard certified Teacher candidates completed their coursework before EPP completion and standard certification. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- SEU has procedures for allowing relevant military experiences and procedures for prior experience, education, or training. This policy is available on the SEU website in the 2021-2022 Bulletin. [19 TAC §228.35(a)(5)(A-B)]
- Candidates for initial teacher certification exceed the minimum requirement of 300 coursework hours. Of the 10 candidates, 8 candidates met or exceeded the coursework requirement. SEU transcripts served as evidence of completed coursework. Two (2) out of 10 candidates were enrolled in the program at the time of the review and had not completed their coursework. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Per official transcripts, candidates exceed the 150-hour coursework requirement before beginning clinical teaching. Nine out of 10 candidates were enrolled in or had already completed clinical teaching at the time of the review. All 9 exceeded the 150-hour coursework requirement before beginning clinical teaching. Official transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)]
- SEU provided limited evidence of aligned rubrics for performance-based assessments, so TEA could not determine candidate proficiency in the required pre-service coursework. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(2)]
- SEU requires candidates to complete field-based experiences (FBE) in multiple courses that are included in their degree plan. However, due to insufficient evidence, TEA could not verify the number of FBE hours completed for 7 out of 10 candidates. Two (2) out of 10 candidates exceeded the 30 clock hours of FBE, and one (1) out of 10 candidates had FBE documentation, but the evidence reflected less than 30 hours of completed FBE. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Due to insufficient evidence, TEA was unable to verify the FBE hours completed took place in a variety of educational settings for 7 out of 10 candidates. One (1) out of 10 records included evidence of a variety of educational settings in the FBE hours, and two



(2) out of 10 records included evidence of one (1) educational setting for all FBE hours. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(1)]

- Due to insufficient evidence, TEA could not verify the FBE interactive hours completed for 7 out of 10 candidates. One (1) out of 10 records included evidence of at least 15 hours of interactive experience, and two (2) out of 10 records included evidence of less than 15 interactive hours. Evidence of reflections for the observations was provided in the three (3) records where FBE was documented. TEA recommends including additional breadth and depth to FBE reflections, so candidates can reflect on their experiences instead of stating what they did while visiting the classrooms. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(1)(A)]
- One (1) out of 10 records included the use of electronic FBE. Per the FBE logs and reflections, no more than 15 hours were completed electronically for the one (1) candidate. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)(B)]
- Nine out of 10 Teacher candidates completed or were participating in a clinical teaching experience at the time of the review. Clinical teaching placement documentation served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)]
- Per the Clinical Teaching Checklist, all 9 records showed the candidate's clinical teaching placement corresponded with the certificate are they were pursuing for at least four (4) hours each day of their experience. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)]
- Per clinical teaching daily sign-in sheets, 7 out of 9 clinical teaching candidates met the 70-day minimum requirement or met the minimum requirement under COVID-19 allowances. One (1) out of 9 candidates was completing clinical teaching at the time of the review and had not yet completed the assignment. One (1) out of 9 records did not include sufficient evidence of the candidate's completed clinical teaching days, so TEA could not verify the number of completed days. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]
- One (1) out of 9 candidates' clinical teaching placement was in resource and special education classrooms in the elementary level to meet the requirements of their SPED EC-12, ESL, and CS EC-6 certificate areas. Documentation was provided on the Clinical Teaching Checklist. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)]
- Per field supervisor observation instruments, all 9 clinical teaching candidates demonstrated proficiency in each educator standard. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Eight out of 9 clinical teaching candidates completed clinical teaching at the time of the review. One (1) out of 9 candidates' clinical teaching experience was still in progress at the time of the review. One (1) out of the 8 candidates that completed clinical teaching had a recommendation for standard certification from their field supervisor included in their record. None of the 8 records included a recommendation for standard certification from their cooperating teacher. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Teacher candidate training must include experiences with a full range of professional responsibilities, including the school year's start. Four (4) out of 9 Teacher candidates received experience, including the start of the school year through their clinical teaching



or field-based experience. Insufficient evidence was provided in five (5) out of 9 records, so TEA could not verify the start of the school year experiences for those five (5) candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(4)]

- All 9 clinical teaching assignments were in an actual school setting per the Clinical Teaching Checklist and observation documentation. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- Per the Clinical Teaching Checklist and cooperating teacher information, all 9 Teacher candidates were assigned a cooperating teacher. The program met the requirements as prescribed. [19 TAC §228.35(f)]
- Cooperating teachers must meet the qualification requirements outlined in TAC. Insufficient evidence was provided for the qualification requirements for all cooperating teachers, so TEA was unable to verify the qualifications of cooperating teachers. SEU noted that they use cooperating teachers from a vetted list from a local school district. The EPP also works with the Human Resources personnel in other school districts to select qualified cooperating teachers. The EPP did not have a process for retaining evidence of cooperating teacher qualifications at the time of the review. The program did not meet the requirement as prescribed. [19 TAC §228.2(14)]
- All 9 records included dated training materials showing evidence of cooperating teacher training by the EPP. The date of training noted on the Clinical Teaching Checklist served as evidence of completed training. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- The EPP's training provided to cooperating teachers must occur within three (3) weeks of being assigned to a candidate. All 9 records included evidence that cooperating teacher training occurred within three (3) weeks of being assigned a candidate. Dated training on the Clinical Teaching Checklist served as evidence of the date of completed training. The program met the requirement as prescribed. [19 TAC §228.2(14)]
- All 9 records included evidence of an assigned field supervisor. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors must hold the required credentials appropriate for the candidate being supervised. There were three (3) field supervisors assigned to support all 9 candidates. The three (3) field supervisors met the qualification requirements per their educator certificates and curriculum vitae. The program met the requirement as prescribed. [19 TAC §228.2(18)]
- Per certificate of completion, one (1) out of three (3) field supervisors completed the TEA-approved observation training. Field supervisors receive EPP-specific training in a one-on-one setting by the lead field supervisor. This training occurs at the beginning of each semester. The EPP trained two (2) out of three (3) field supervisors. Email documentation served as evidence. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Initial contact between the candidate and field supervisor must occur within the first three (3) weeks of the candidate's assignment for the Teacher class. Per the Clinical Teaching Checklist, all 9 candidates received initial contact from their field supervisor within the first three (3) weeks of their assignment. The program met the requirement as prescribed. [19 TAC §228.35(g)]



- All 9 records included evidence that each candidate received a pre-and post-observation conference for each observation. The field supervisor observation instruments served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Observation instruments completed by field supervisors documented educational practices observed for all 9 Teacher candidates. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor must provide a copy of the written feedback to the candidate's cooperating teacher. Two (2) out of 9 records included evidence, via signature, that written feedback was provided to the candidate's cooperating teacher. Insufficient evidence was provided for the remaining 7 candidates, so TEA could not verify their cooperating teachers received a copy of the written feedback for each formal observation. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors must collaborate with the candidate and the cooperating teacher during their field experiences. Insufficient evidence was provided, so TEA could not verify the collaboration between the assigned field supervisor and a cooperating teacher for 7 out of 9 candidates. Signed observation forms served as evidence of collaboration between the field supervisor and the cooperating teacher for two (2) out of 9 candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Per formal observation documents, observations for all 9 Teacher candidates were reported as being at least 45 minutes. All 9 clinical teaching candidates received their first formal observation within the first third of clinical teaching. Eight out of 9 candidates met the required number of observations, and one (1) out of 9 candidates' clinical teaching assignment was in progress at the time of the review. The program met the requirements as prescribed. [19 TAC §228.35(g)(1-8)]

#### **Compliance Issues to be Addressed** (see Compliance Plan)

- 19 TAC §228.35(a)(2) – Quality of Coursework  
Action: Provide coursework that is performance-based and aligned to the standards. The coursework the EPP provides must be updated to include performance-based assessments (PBA) that are evaluated with a standards-based rubric with proficiency levels. Submit one performance-based assessment and its aligned rubric for one certificate area. Identify the cut score required for the PBA. Submit a sample of the completed PBA and scored rubric for one candidate.
- 19 TAC §228.35(b)(2) – Pre-service Coursework Requirements  
Action: Update performance assessments to include rubrics aligned to the educator standards and measure the candidate's mastery. Submit one performance-based assessment and corresponding standard-based rubric for each course candidates are required to take before clinical teaching for all certificate areas.
- 19 TAC §228.35(b)(1) – FBE Hours  
Action: Update the FBE documentation processes to ensure that each candidate completes at least 30 clock hours of FBE before clinical teaching is collected and retained.



Submit the field-based experience log(s) and reflections for one candidate, showing the candidate completed at least 30 clock hours of FBE.

- 19 TAC §228.35(e)(1) – FBE Settings  
Action: Update the FBE documentation and FBE placement processes to ensure each candidate experiences a variety of educational settings during their FBE. Submit the field-based experience log(s) and reflections for one candidate, showing the FBE were completed in a variety of educational settings.
- 19 TAC §228.35(e)(1)(A) – FBE Interactive Hours  
Action: Implement the updated FBE log and reflection documentation and collect purposeful reflections for each FBE experience that identify in the experience was observational or interactive. Submit the field-based experience log(s) and reflections for one candidate, showing the candidate completed at least 15-clock hours of FBE where the candidate was actively engaged in instruction or educational activities.
- 19 TAC §228.35(e)(2)(A)(iii) – Clinical Teaching Successful Recommendation  
Action: Update the clinical teaching processes to include an opportunity for the field supervisor and cooperating teacher to recommend to the EPP that the candidate be recommended for a standard certificate when clinical teaching is successful. Submit evidence of the field supervisor and cooperating teacher recommendation for standard certification for one candidate following successful completion of clinical teaching. The recommendation documentation must also include a place to capture if the field supervisor or cooperating teacher does not recommend the candidate and the documentation supporting the lack of recommendation.
- 19 TAC §228.35(4) – First of Year Experiences  
Action: Update FBE opportunities and procedures to include the start of the school year for candidates that do not experience the start of the school year through their clinical teaching experience. Submit the field-based experience log(s) and reflections for one candidate, showing the candidate experienced the start of the school year as defined as the first 15 instructional days of the school year.
- 19 TAC §228.2(14), §228.2 (26), and §228.2(33) – Campus Supervisor Qualifications  
Action: Collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every cooperating teacher. Submit the verification documentation showing a cooperating teacher has at least three years of experience, is an accomplished educator as shown by student learning, and is currently certified in the category in which the candidate is seeking for one candidate.
- 19 TAC §228.35(g),(h),& (j)(2)(C) – Field Supervisor Training  
Action: Collect and retain documentation that each field supervisor completes TEA-approved observation training and regular EPP field supervisor training. Submit the documentation showing one current field supervisor completed TEA-approved observation training and completed EPP-provided field supervisor training. And submit an explanation of how the EPP will collect and retain field supervisor training documentation in future for both TEA-approved observation training and EPP-provided field supervisor training.
- 19 TAC §228.35(g) & §228.35(h) – Observation Written Feedback  
Action: Update the EPP observation instrument to include a signature from the cooperating teacher or update the records retention policy to include email receipt of the



observation outcome to the cooperating teacher. Submit evidence for one candidate that the field supervisor provided a copy of written feedback to the candidate's cooperating teacher.

- 19 TAC §228.35(g) & §228.35(h) – Field Supervisor Collaboration  
Action: The EPP needs to update the observation instrument to include a signature from the cooperating teacher or update the records retention policy to include email receipt of the observation to the cooperating teacher. Submit evidence showing the field supervisor for one candidate collaborated with the candidate's cooperating teacher throughout the clinical teaching experience.

Based on the evidence presented, St. Edward's 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**

- SEU has established benchmarks to measure candidate progress. Records for the 10 Teacher candidates included official transcripts that served as the benchmark document. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- All 20 courses provided for review contained assessments, but they were not aligned to the standards. Associated rubrics were not rubrics with levels of proficiency and were not aligned to the standards. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]
- SEU has processes to ensure that candidates are prepared to be successful in their certification exams. Test preparation is embedded within SPED 2324 per the provided syllabus. Candidates must score and 80% or higher to be eligible for test approval. Candidates must also attend test preparation sessions throughout the semester. All 10 records included evidence of completed SPED 2324 via their official transcripts. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- An EPP cannot grant test approval for a certification exam until a candidate has met all admission requirements and been formally admitted to the EPP. All 10 Teacher candidates were admitted to the EPP before being given test approval. The program met the requirement as prescribed. [19 TAC §228.40(d)]
- In 2016 SEU was evaluated by NCTQ. The findings from this review were then shared with the EPP Advisory Committee to discuss. The Core Subjects EC-6 program was also evaluated through the SEU Academic Program review. TEA recommends the EPP share the findings of this review with the Advisory Committee to discuss potential changes that may need to be made based on the findings. Faculty reviews and course evaluations are also conducted and collected and reviewed by the EPP to evaluate the design and delivery of the EPP. The program has met the requirement as prescribed. [19 TAC §228.40(e)]
- An EPP shall retain documents as evidence of a candidate's eligibility for admission to the program and evidence of completion of all program requirements. The findings for records retention were as follows:



- Admission – 8 out of 10 records included evidence of the formal admission process; 10/10 records included evidence of admission requirements; zero (0) out of 10 records included evidence of a screening instrument.
- Observation Documents – 9 out of 9 records included observation documents.
- FBE Documents – three (3) out of 10 records included FBE documentation.
- Cooperating Teacher Documents – zero (0) out of 10 records included the qualification documents for cooperating teachers.
- Field Supervisor Documents – all three (3) field supervisors had documentation of their qualifications. One (1) out of three (3) field supervisors had documentation of TEA-approved training, and none of the three field supervisors had documentation of the EPP field supervisor training.
- Benchmark Documents – 10 out of 10 records included the benchmark document showing program completion.

The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]

#### **Compliance Issues to be Addressed** (see Compliance Plan)

- 19 TAC §228.40(a) – Candidate Assessments  
Action: Update all performance assessments (PBA) to include rubrics that are aligned to, and measure candidate mastery of the educator standards assessed in the performance assessment. Submit one PBA and the associated rubric for each certificate that the EPP intends to retain. Ensure that each PBA is standards-based, the associated rubric measures proficiency in the standards identified in the PBA and that each has levels of proficiency identified with a cut score. The EPP must complete a TEA Curriculum Matrix to ensure that each certificate offered includes required coursework, required hours, and qualified faculty. TEA will provide the Curriculum Matrix and alignment charts needed for each certificate the EPP intends to retain.
- 19 TAC §228.40(f) – Records Retention  
Action: Update the EPP records retention policies and processes to ensure the required admission, observation, benchmark, and field supervisor documents are collected and retained. Submit a written explanation of the EPPs plan to collect and retain required documentation. This plan must specifically address the retention of the required admission, observation, benchmark, and other field supervision documents. The submission of compliance plan documents will also serve as evidence of records retention.

Based on the evidence presented, St. Edward's University is not 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**

- One (1) record included a signed code of ethics document and four (4) records included a passed quiz or evidence of another completed ethics assignment, but none of the records reviewed include evidence of a signed code of ethics statement that aligned with



TAC requirements. The program did not meet the requirement as prescribed. [19 TAC §228.50]

- SEU faculty and staff, and field supervisors signed a Texas Educator's Code of Ethics. Signed copies agreeing EPP staff understand and adhere to the ECOE served as evidence of compliance.

#### **Compliance Issues to be Addressed** (see Compliance Plan)

- 19 TAC §228.50 – Ethical Candidates  
Action: Implement an updated Code of Ethics process to collect evidence the candidates “understand and agree to adhere to” the Educator’s Code of Ethics. Submit the signed Educator Code of Ethics statement for one candidate. The signed statement must include that the candidate understands and will adhere to the Educator’s Code of Ethics.

Based on the evidence presented, St. Edward’s University is not 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. The EPP complaint policy is also posted on the website and is provided in writing upon request. The program met the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

##### **Compliance Issues to be Addressed**

- None

Based on the evidence presented, St. Edward’s University is in compliance with 19 TAC §228.70 – Complaints Process.

#### **COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230**

##### **Findings**

- Teacher candidates must meet degree requirements for certification. Six out of 10 candidates whose records were reviewed reached standard certification. Those who reached standard certification held a bachelor’s degree when they received their standard certificate. Official transcripts from SEU served as evidence. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- The SEU transcripts and benchmark documents served as a record of EPP completion for all 6 standard certified Teacher candidates. The program met the requirement as prescribed. [19 TAC §230.13(a)(2) & §230.13(b)(3)]
- All 6 standard certified Teacher candidates met the application and issuance deadlines for the certificates awarded. The program met the requirement as prescribed. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]



### **Compliance Issues to be Addressed**

- None

Based on the evidence presented, St. Edward's University is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

#### **Findings**

- SEU submitted all data required in 19 TAC §229.3(f)(1). [19 TAC §229.3(f)(1) and Associated Graphic]
- Data reported by the EPP in ECOS was compared with related documentation in the 10 candidates' records to verify accuracy. Following are the findings:
  - Admission – Admission GPA and subject-specific content hours were reported accurately in ECOS for all 10 candidates. Five (5) out of 10 formal admission dates were accurately reported to TEA; however, the formal admission dates were not included in any of the formal admission letters, so TEA was unable to verify the dates for accuracy. Six out of 10 admission records were reported to TEA within 7 calendar days as required.
  - Observations – Three (3) out of 9 candidates had one (1) observation date misreported in ECOS and 6 out of 9 candidates had observation dates that were reported accurately.
  - Program Enrollment – Nine out of 10 candidates were reported on the finisher record list accurately for each year of enrollment in the EPP and as finishers of the EPP, and one (1) out of 10 candidates was reported as a finisher in a different certificate category than the category reflected on the standard certificate.

The program did not meet the requirements as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]

#### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) – Data Reporting

Action: Update the EPP data reporting practices to ensure all ASEP reporting is completed accurately. Submit a written explanation and description of the EPP's plan to report candidate admission records and candidate observation records to ASEP. Include how the EPP will prioritize and ensure accuracy. Submit the observation documents for one candidate that has been reported in ASEP, and submit the formal admission letter for one candidate. TEA will use the Formal admission letter and observation documents to verify that the candidate's data was reported accurately in ASEP and that the candidate's admission record was created within 7 calendar days.

Based on the evidence presented, St. Edward's University is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.



## **RECOMMENDATIONS AND ADVISEMENT**

- For Teacher preparation programs, the TExES exams #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing effective January 1, 2022. To use the 291 for certification, candidates must be certified by December 30, 2022. To use the 117 for certification, candidates must be certified by October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- 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.
- 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 AII 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 Compliance Plan was created collaboratively with St. Edward’s University Program staff.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before March 18, 2022.”**

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**Signature of Legal Authority**

**Date**

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**Printed Name of Legal Authority**

**Date**