



2020 – 2021 Continuing Approval Review Report University of Mary Hardin-Baylor

PURPOSE

Texas Education Agency (TEA) Program Specialist, Angela Von Hatten, conducted a five-year Desk Continuing Approval Review of the educator preparation program (EPP) for the University of Mary Hardin-Baylor (UMHB) on March 8, 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. Joan Berry, Dean of the College of Education, was identified as the program's Legal Authority and the primary EPP contact for the review process. The University of Mary Hardin-Baylor was approved as an EPP on 2/12/1972. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 101 finishers for the 2018-2019 reporting year and 81 finishers for 2019-2020.

At the time of the review, the University of Mary Hardin-Baylor was approved to certify candidates in the following classes: Teacher, Principal, and Superintendent. 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. A 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. Craig Hammonds – Associate Dean, Dr. Amy McGilvray – Certification Coordinator, Ms. Kim Newton-Hunter – Assistant Certification Coordinator, Ms. Debbie Wade – Assistant Certification Officer, and Dr. Joan Berry – Dean, College of Education.

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 20, 2021. Additional EPP documents, including records for 24 candidates, were submitted on March 3, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion.

“Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance. It was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency met requirements. The UMHB Educator Preparation Cooperative includes representatives from 15 area public schools; two institutions of higher education; one regional education service center; one student representative; representatives from the Registrar’s Office at UMHB; and the Provost. The advisory committee (The Cooperative) meets at least once annually. However, in some years (especially if input is needed for specific issues), the cooperative meets twice. During the COVID pandemic in spring and fall 2020, members were kept apprised of program business through a listserv, a shared PowerPoint, and other documents. The program met this requirement. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to the University of Mary-Hardin Baylor programs. Cooperative members provide feedback regarding the proficiency of our candidates in the field for all categories of certification – as a means of facilitating program improvement. Cooperative members regularly interface with the Dean and Associate Dean with regard to placements, concerns, and opportunities for involvement. Cooperative members identify challenges facing the program as well as potential solutions – primarily through group discussions at meetings. Cooperative members provide sites for class-related internships, student teaching placements, and internships. They work with the program in identifying qualified mentors for internships or practicums. The program met this requirement. [19 TAC §228.20(c)]
- UMHB has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. The program met this requirement. [19 TAC §228.20(g)]
- UMHB submitted the Status Report for the EPP Review on February 20, 2021, as required. The program met this requirement. [19 TAC §228.10(b)(1)]
- UMHB has met the requirements to offer clinical teaching. The application is on file with TEA. The program met this requirement. [19 TAC §228.10(c)]

Next Steps to be Addressed

- None



Recommendations

- [Subscribe](#) to the weekly EPP newsletter.

Based on the evidence presented, the University of Mary Hardin-Baylor was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- UHMB has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. Preliminary criminal history evaluation information is evident on the EPP's Program Guidelines and Policies document which is linked on the program's website. The program met this requirement. [19 TAC §227.1(b), (d)]
- UMHB has informed applicants of the required information about the EPP. Admission requirements, EPP completion requirements, the effects of supply and demand forces on the educator workforce in the state, and the performance of the EPP over time for the past five years were found on the program's website. The program met this requirement. [19 TAC §227.1(c)(1-3)]
- A total of 24 files were reviewed for admission requirements. They included five undergraduate teacher files, five post-baccalaureate (PB) teacher files, three alternative certification program (ACP) teacher files, and 11 non-teacher files. All files reviewed contained transcripts that provide evidence of candidates meeting the required institution of higher education (IHE) enrollment or degree requirements. The five undergraduates were enrolled at the time of admission. The PB and ACP teacher candidates reviewed held the minimum of a bachelor's degree at the time of admission. The principal candidates reviewed held the minimum of a bachelor's degree at the time of admission and the superintendent candidates reviewed held a master's degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.77 – 4.00. The program requirement for teacher admission is 2.75. The non-teacher GPA range was 2.9 – 4.0. The program requirement for non-principal admission is 3.0 and 3.5 for superintendent admission. 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 having completed 12 semester credit hours in the content area for which they are admitted or 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) prior to admission. 13 files (100%) contained evidence of the candidate meeting the requirement. Four PB teacher candidates and three ACP teacher candidates met the content hour requirement and



passed the related PACT exam. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]

- Non-teacher candidate files reviewed provide evidence of the minimum certification and degree requirements met prior to admission. Transcripts, service records, and teaching certificates served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with courses taken at the university. The PB and ACP teacher candidates met the requirement with official transcripts noting a degree conferred. All non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. This requirement was verified with courses taken at the university for undergraduate teacher candidates and degree(s) obtained for PB and ACP teacher candidates and non-teacher candidates. 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. All teacher candidate records reviewed included an interview conducted by UMHB with an evaluative rubric. Teacher candidates were also required to submit a writing sample at admission. All teacher candidate records reviewed included a writing sample. UMHB states principal candidates are interviewed prior to admission but evidence of interviews were not submitted. Four out of five (80%) superintendent candidate records include an admission interview with an evaluative rubric, a writing sample, and letters of recommendation. The program met the requirement for the teacher and superintendent classes. The program did not meet the requirement for the principal class. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All teacher and non-teacher candidate records reviewed included a program application. The program met the requirement. [19 TAC §227.10(a)(8)]
- UMHB required PB and ACP candidates to take the PACT exam for admission. The program met the additional requirement for admission. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. 23 out of 24 candidate records included formal admission information that meets requirements. One candidate was admitted prior to the formal admission requirement effective 3/1/2016. One principal candidate's formal admission invitation identifies a formal admission date that does not match what was reported to TEA. The effective date of formal admission was found in the letters in all files reviewed. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Next Steps to be Addressed



- **19 TAC §227.10(a)(8); 19 TAC §241.5 – Admission Screener – Principal Class**
Action: Submit examples of the two required admission screeners for principal applicants.

Recommendations

- It is recommended to revise the program's admission reporting process to ensure the dates reported match the candidate's admission date identified in candidate records.

Based on the evidence presented, the University of Mary Hardin-Baylor was not in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance. All courses identified in the Status Report are taught by UMHB faculty or adjunct faculty hired by the university.
- UMHB 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 met this requirement. [19 TAC §228.30(a)]
- UMHB uses assessments to measure candidate progress. Course syllabi were used to verify this requirement. The program met this requirement. [19 TAC §228.40(a)]
- UMHB curriculum is research-based. Per the status report, UMHB uses educational articles and professional developments to revise its curriculum. The program met this requirement. [19 TAC §228.30(b)]
- Per the status report, the required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class, including mental health, dyslexia, classroom management skills, digital literacy, and appropriate boundaries. The required coursework is taught to teacher candidates, including instructional planning and delivery, knowledge of students and student learning, learning environment, data-driven practice, professional practices and responsibilities. The program met this requirement for all certification classes offered. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2); 19 TAC §228.30(d)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in multiple teacher classes. The status report served as verification of this requirement. The program met this requirement. [19 TAC §228.30(d)(3)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in coursework. Course syllabi were used to verify this requirement. [19 TAC §228.30(e)]

Next Steps to be Addressed

- None

Recommendations



- It is recommended to update coursework in all areas to include more performance-based activities and assessments.

Based on the evidence presented, the University of Mary Hardin-Baylor was in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- UMHB provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Candidate transcripts and course syllabi were used to verify this requirement. The program requires additional clock hours of coursework than what is required in TAC. The program exceeds this requirement. [19 TAC §228.35(a)(1-2)]
- Eight teacher candidates and two non-teacher candidates reached the point of standard certification. Transcripts, ECOS candidate information, benchmark documents, and certificate lookups were used to verify that candidates who are standard certified completed all program requirements. The program met this requirement as prescribed. [19 TAC §228.35(a)(3)]
- UMHB has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The policies are evident in the program's candidate handbook; which is linked on the program's website. The program met this requirement. [19 TAC §228.35(a)(5)(A-B)]
- UMHB offers some coursework online in the various certification fields and classes. The program meets the online quality assurance requirement through the university. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn at least 18 semester credit hours, which meets the 300 clock hours of required coursework and training. Candidate transcripts were used to verify this rule. The program meets the requirement as prescribed. [19 TAC §228.35(b)]
- Ten out of 13 teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. Three teacher candidates are currently completing the FBE requirement. FBE logs were used to verify this requirement. Candidates are required to complete one reflection after each FBE experience. With the candidate records submitted, TEA cannot verify that one reflection was completed after each FBE observation. Though the program meets the FBE hour requirement, the reflection requirement was not met. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Candidate transcripts and course syllabi were used to verify that candidates completed required pre-service requirements, including coursework in specified topics and FBEs prior to clinical teaching or internship. The program met this requirement. [19 TAC §228.35(b)(1)-(2)]
- Candidates in the non-teacher certification classes are required to earn more than the required 200 clock-hours of coursework and training. Candidate transcripts were used to verify this requirement. The program met the requirement. [19 TAC §228.35(c)]



- Seven teacher candidates reached the point of clinical teaching and have completed the requirement. Clinical teaching observation documents were used as evidence. Per the clinical teaching documents, the clinical teaching placements met requirements. TEA is unable to verify if six out of the seven teacher candidates completed the required days in the clinical teaching assignment due to the EPP process in place at the time. Previously, clinical teaching candidates were not required to keep a clinical teaching log. Now, UMHB requires candidates to fill out and submit a clinical teaching log. One teacher candidate completed clinical teaching during COVID and completed the minimum number of days required at that time. Though UMHB recently gathered clinical teaching duration information for past placements, TEA cannot use the recently gathered information for placements that occurred in the past. Two clinical teaching candidates participated in two clinical teaching assignments in different grade levels due to the certificate category sought. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. The program met the assignment and proficiency requirements but did not meet the clinical teaching duration requirement; however, UMHB has updated its processes that now meet requirements. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- Two teacher candidates met or are making progress towards meeting the training requirement by completing a full-year internship. The intern certificates held and observation documents served as evidence that the internship placement met requirements. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. The program met the duration, placement, and proficiency requirements. [19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vii)]
- Field supervisors and cooperating teachers are required to provide recommendations (or non-recommendations with evidence) to the EPP regarding candidate success in clinical teaching. One out of seven (14%) clinical teaching candidate records included the required recommendations from the assigned field supervisor and cooperating teacher. UMHB recently contacted the assigned field supervisors and cooperating teachers of the six teacher candidates to obtain recommendations from past placements. TEA is unable to use the recently gathered information since the recommendations did not occur at the time of the placement. UMHB currently uses an iPad app to gather observation and recommendation information. Though the program did not meet the recommendation requirement with the candidate records submitted, the program has updated its recommendation process that now meets requirements. [19 TAC §228.35(e)(2)(A)(iii)]
- Field supervisors and mentors are required to provide recommendations (or non-recommendations with evidence) to the EPP regarding candidate success in the internship. For the one candidate who completed an internship, TEA is unable to identify the required recommendations obtained at the time of the internship. UMHB recently contacted the assigned field supervisors and mentor teachers to obtain recommendations from past placements. TEA is unable to use the recently gathered information since the recommendations did not occur at the time of the placement.



Though the program did not meet the requirement with the candidate records submitted, the program has updated its recommendation process that now meets requirements. [19 TAC §228.35(e)(2)(B)(vii)]

- All candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Candidate transcripts served as evidence of compliance for all teacher files reviewed. The program met the requirement. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidates are required to participate in training that includes experiences with a full range of professional responsibilities including the start of the school year experiences. Teacher candidates who worked in the internship assignment began at the beginning of the year. Three clinical teachers began clinical teaching at the start of the year and four began clinical teaching in the Spring semester. Spring clinical teaching candidates experienced beginning of the school year experiences during field-based experiences. FBE logs were used to verify placement dates. The program met the requirement. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools per observation documentation provided. The program met the requirement. [19 TAC §228.35(e)(6)]
- Nine non-teacher candidates completed a practicum that met the 160 clock-hour requirement. Three principal candidates completed a practicum during COVID and were required to complete an 80-hour practicum due to COVID allowances. One principal candidate and one superintendent candidate have not made it to the practicum stage. Practicum hours completed were verified through candidate practicum logs. Candidate proficiency in the educator standards required for each certificate must be determined during the practicum. With the candidate documents submitted, TEA was unable to verify candidate proficiency in the practicum. The program did not meet the requirement. [19 TAC §228.35(e)(8)]
- A practicum experience must occur in an actual school setting. For the nine non-teacher candidates who completed a practicum, the practicum placements occurred in actual school settings. The program met this requirement. [19 TAC §228.35(e)(8)(A)]
- Field supervisors and campus site supervisors are required to provide recommendations (or non-recommendations with evidence) to the EPP regarding candidate success in the practicum. Two out of nine (22%) non-teacher candidate records included the required recommendation from the candidate's assigned field supervisor and site supervisor. One principal candidate record included a field supervisor recommendation and one superintendent candidate record included a site supervisor recommendation. UMHB recently contacted the assigned field supervisors and site supervisors to obtain the missing recommendations from past practicum placements. TEA is unable to use the recently gathered information since the recommendations did not occur at the time of the practicum. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Nine non-teacher candidates, 7 clinical teacher candidates, and two intern candidates made it to the point of field supervision and were observed. Candidate records reviewed served as evidence. The program met the requirement. [19 TAC §228.35(f)]



- Of the nine site supervisors, all held the required credentials. Of the seven cooperating teachers and two mentor teachers, all (100%) held the required credentials. The EPP was 100% compliant for the teacher and non-teacher classes. The program met the requirement for both classes. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31); 19 TAC §228.35(f)]
- Cooperating teachers, mentors, and site supervisors are required to receive training within three weeks of assignment to the candidate. Though training documents are evident, TEA is unable to verify when training occurred. UMHB stated they provide training within 10 days of the start of the placement but evidence of training dates were not found. The program did not meet the requirement. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31); 19 TAC §228.35(f)]
- All candidate files reviewed that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Nine non-teacher candidates, seven clinical teacher candidates, and two intern candidates made it to the point of field supervision and were observed. The program met the requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors must hold the required credentials appropriate for the candidate supervised. Field supervisors assigned to teacher and non-teacher candidates held the required credentials. Resumes and educator certificates were used to verify this requirement. Most field supervisors are university professors. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- Field supervisors are required to receive two types of training – TEA-approved observation training and EPP-based training. All teacher field supervisors (100%) and non-teacher field supervisors (100%) attended TEA-approved training within three weeks of assignment to the candidate. Training certificates were used as evidence of compliance for the TEA-approved observation training. EPP-based training materials were evident for field supervisors assigned to teacher candidates. The training dates evident on EPP emails were within the required three-week timeframe for two out of nine (22%) teacher candidates. TEA cannot verify the EPP-based training dates for all non-teacher field supervisors. Though the program met the requirement for the TEA-approved training, it did not meet the EPP-based training requirement. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to contact their assigned candidates within the first three weeks of assignment for teacher candidates or within the first quarter of the assignment for non-teacher candidates. Four out of nine (44%) teacher candidate records and two out of nine (22%) non-teacher candidate records included first contact information that meets requirements. The program did not meet the requirement for both classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to document educational practices observed during each observation. Nine teacher candidate records included evidence that field supervisors captured educational practices observed. TEA cannot verify if this requirement was met for the non-teacher candidates with the records submitted. The program met the requirement for the teacher class only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide written feedback to the assigned mentor or site supervisor after each observation as required. Observation documents served as



evidence for this requirement. Eight out of nine (88%) teacher candidates and five out of nine (55%) non-teacher candidate records include evidence of written feedback provided. The program met this requirement for the teacher class only. [19 TAC §228.35(g) & (h)]

- Field supervisors are required to provide informal coaching and support for candidates who need it. Additional observation documents were used as evidence of the requirement met. Many assigned field supervisors are also university professors which allows the program to provide additional coaching and support to its candidates during their courses. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to collaborate with the candidate's assigned cooperating teacher, mentor, or site supervisor. Observation documents served as evidence of this requirement met. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct pre- and post-conferences around each formal observation. Eight out of nine (88%) teacher and eight out of nine (88%) non-teacher candidate records included evidence of pre and post conferences. The program met the requirement for both classes. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. For the teacher class, the program was 100% compliant. One teacher candidate completed the training requirement during COVID and was exempt from meeting this requirement. Two teacher candidates records include evidence of the required observations completed for the intern certificate held during the internship. For the non-teacher class, TEA was unable to verify the observation duration, frequency, and format. The program met the requirement for the teacher class only. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Next Steps to be Addressed

- **19 TAC §228.35(e)(1)(A) FBE: Interactive Hours; 19 TAC §228.35(e)(1)(B): FBE: Electronic Hours – Reflections – Teacher Class**
Action: Update the program's FBE reflection process to ensure candidates are completing a reflection after each FBE experience. Submit documents that show how the program updated the FBE reflection requirement.
- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience – Principal and Superintendent Classes**
Action: Update the programs' observation instruments to ensure field supervisors are documenting candidate proficiency in the required educator standards. Submit documentation to show the updated process.
- **19 TAC §228.35(e)(8)(D) Skills Implementation: Successful Practicum/Clinical Experience – Principal and Superintendent Classes**
Action: Update the programs' practicum documentation processes to ensure the programs are gathering and retaining recommendations from the required persons at the end of the practicum. Submit documentation to show the updated process.
- **19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors; 19 TAC §228.2(12), §228.2(24), §228.2(31) Campus**



Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors – Teacher, Principal, and Superintendent Classes

Action: Update the training process for each program to ensure training dates are retained for all assigned cooperating teachers, mentors, and site supervisors. Submit documentation to show the updated process.

- **19 TAC §228.35(g),(h) Field Supervision: Field Supervisor Training – EPP training – Teacher, Principal, and Superintendent Classes**

Action: Update the training requirement to ensure all assigned field supervisors in all certification classes are receiving EPP-based training. Submit documentation to show the updated process.

- **19 TAC §228.35(g), §228.35(h) Field Supervision: Field Supervisor Initial Contact – Teacher, Principal, and Superintendent Classes**

Action: For each certificate class, update the process of obtaining and retaining evidence that field supervisors make initial contact with candidates as required. Submit documentation to show the updated process.

- **19 TAC §228.35(g), §228.35(h) Field Supervision: Educational Practices Observed – Principal and Superintendent Classes**

Action: Update the observation instrument(s) used by field supervisors assigned to non-teacher candidates to ensure they are documenting educational practices observed during formal observations. Submit documentation to show the updated process.

- **19 TAC §228.35(g) & §228.35(h) Field Supervision: Observation-Written Feedback – Principal and Superintendent Classes**

Action: Update the program's observation process for non-teacher candidates to ensure field supervisors are provided written feedback to the required persons. Submit documentation to show the updated process.

- **19 TAC §228.35(h) Field Supervision: Practicum-Formal Observation Duration; 19 TAC §228.35(h)(2) Field Supervision: Practicum-Observation Format; 19 TAC §228.35(h)(3) Field Supervision: Practicum-Observation Number & Frequency – Principal and Superintendent Classes**

Action: Update the program's process of verifying field supervisors are conducting the required observations that meet the frequency, duration, and format requirements. Submit documentation to show the updated process.

Recommendations

- It is recommended to create syllabi or a specific document for each module in the TeachingMyWay online program that identifies the educator standards taught in each module.

Based on the evidence presented, the University of Mary Hardin-Baylor is not in Compliance with 19 TAC §228.35 – Coursework, Training, Program Delivery, and On-Going Support.

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

Findings



- UMHB has established benchmarks to measure candidate progress. For each file reviewed, a benchmark document and university transcript were provided as evidence of compliance for 13 teacher files and 11 non-teacher files for a total of 24 files reviewed. The program met the requirement. [19 TAC §228.40(a)]
- UMHB has structured assessments to measure candidate progress. The EPP provided course syllabi as evidence of this requirement. The program met the requirement. [19 TAC §228.40(a)]
- UMHB has processes in place to ensure that candidates are prepared to be successful in their certification exams. Per the status report, test approval is dependent on coursework taken during program enrollment. UMHB does not grant test approval to candidates until they are formally admitted. This was verified with test approval dates found in ECOS and admission dates. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- UMHB uses information from a variety of sources to evaluate program design and delivery. Upon completion of the EPP, candidates complete a candidate exit survey to provide feedback on the program experience. The program met the requirement. [19 TAC §228.40(e)]
- Programs are required to retain candidate records for a period of five years from admission to completion or withdrawal from the program for any reason. Due to missing non-teacher candidate admission interviews, recommendations, and the inability to verify the clinical teaching days completed, the program did not meet the requirement for both classes. [19 TAC §228.40(f)]

Next Steps to be Addressed

- **19 TAC §228.40(f) Records Retention – Teacher, Principal, and Superintendent Classes**
Action: Update the record retention process for each program offered. Submit documentation to show the updated process.

Recommendations

- None

Based on the evidence presented, the University of Mary Hardin-Baylor 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

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).



- Candidates attest to understanding and adhering to the Texas Educator’s Code of Ethics. Evidence, in the form of signed attestations, were found in 24 out of 24 (100%) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator’s Code of Ethics. Signed attestations were used as evidence of compliance.
- The program met the requirement for candidates and staff.

Next Steps to be Addressed

- None

Recommendations

- None

Based on the evidence presented, the University of Mary Hardin-Baylor 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. The EPP complaint policy is also posted on the website and on-site. The EPP also provides candidates with TEA’s complaint process on its website. 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, the University of Mary-Hardin Baylor 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. Candidate transcripts served as evidence. The program met the requirement. [19 TAC §230.13(a)(1)]
- Two teacher candidates who were issued an intern certificate met the coursework and field-based experience requirements prior to certificate issuance. All teacher candidates who made it to standard certification met all coursework requirements prior to recommendation. The benchmark documents and certification checklists were used for



evidence. All met the application and issuance deadlines for the certificates awarded. The program met the requirement. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

- All principal and superintendent candidates who made it to the standard certification process met degree and program requirements. Benchmark documents and certification checklists were used for evidence of this requirement. The program met the requirement. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal candidates are required to hold a valid teaching certificate and a service record reflecting a minimum of two years of experience as a classroom teacher when recommended for standard certification. The principal candidates who are standard certified met all certification requirements. The program met the requirement. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. All superintendent candidates chosen for this review were not certified at the time of the review. Two superintendent candidates hold valid principal certificates. One candidate submitted a managerial experience application to TEA – this allows the candidate to meet the certificate experience requirement with experience that is equivalent to principal certification. The program met the requirement. [19 TAC §242.20]

Next Steps to be Addressed

- None

Recommendations

- None

Based on the evidence presented, the University of Mary Hardin-Baylor is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- UMHB has submitted ASEP reports within the timeline required by TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- One out of 13 teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- All principal and superintendent candidate files contained a formal admission letter that corresponds to the admission date in ASEP. [19 TAC §229.3(f)(1)]
- Two out of 13 teacher candidate files reviewed contained an admission GPA that did not correspond to the admission GPA reported to TEA. The admission GPA for one of the teacher candidates was not reported as required on the GPA spreadsheet. [19 TAC §229.3(f)(1)(9)]
- The admission GPA for three out of 11 non-teacher candidates was not reported as required on the GPA spreadsheet. [19 TAC §229.3(f)(1)(9)]



- Observation data for two non-teacher candidates was not reported in ASEP as required. Though the candidates completed the training requirement during COVID, observations that occurred prior to COVID were not reported. [19 TAC §229.3(f)(1)(1)]

Next Steps to be Addressed

- **19 TAC §229.3(f)(1)(9) – Non-teacher Admission GPA Reporting Issue**
Action: Update the program’s non-teacher admission reporting process to ensure admission GPAs are reported to TEA as required.

Recommendations

- None

Based on the evidence presented, the University of Mary Hardin-Baylor 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 Core EC-6 (test 291) to Core Subjects with STR EC-6 is in process. December 31, 2021, is the last date a candidate can take the 291 exam. The last opportunity to be certified using test 291 will be December 2022. You will want to begin reminding candidates of these deadlines to ensure that they meet all requirements and can be standard certified, if applicable, before the 291 expires. As you formally admit new EC-6 candidates, you will want to begin approving test 391 as candidates meet test readiness requirements.



- 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 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 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 University of Mary-Hardin Baylor staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 23, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date