

2023–2024 Continuing Approval Review Report

Austin College

INTRODUCTION

Texas Education Agency (TEA) Education Specialist Keena Sandlin conducted a five-year Continuing Approval Review of the Austin College educator preparation program (EPP) on May 13-17, 2024. 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. Sandy Philipose was identified as the program's Legal Authority. Dr. Julia Shahid, Associate Professor and Backup Legal Authority, was the primary EPP contact for the review process. The Austin College was approved as an EPP on September 11, 1971. At the time of the review, the EPP was rated Accredited. The risk level was at Stage 3 (low). The EPP reported 16 finishers for the 2021-2022 reporting year and 15 finishers for 2022-2023.

At the time of the review, Austin College was approved to prepare and recommend candidates for certification in the Teacher class and in the undergraduate (U) and post-baccalaureate (PB) routes.

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 the TAC required by the Texas legislature to regulate all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format, in which EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification class in all certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected using various means. A Status Report and related program documents were submitted to TEA on April 22, 2024. Additional EPP documents, including records for five candidates, were submitted on April 26, 2024. The evidence was evaluated using qualitative and quantitative content analysis methodologies, cross-referencing, and data triangulation.

“Findings” reflect EPP compliance with a component's TAC requirement(s). Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC, TEC, or both to complete the corrective action to bring the EPP into compliance and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP; no follow-up is required.

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The following is the area where the EPP exceeds TAC requirements.

FINDING: FIELD SUPERVISION: CLINICAL TEACHING-NUMBER OF OBSERVATIONS

The EPP exceeds requirements in **19 TAC §228.35(g)(8) & (9)** by requiring a minimum of 4 observations.

EVIDENCE

1. Observation documents show four observations.

Following are the additional findings of the review.

GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. The following are the findings:

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been consistently informed of their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience for each program in the EPP. [19 TAC §228.20(g)]
6. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
7. The EPP has qualified instructors for the certificate categories or classes offered. [19 TAC §228.10(d)(1)]
8. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]

CORRECTIVE ACTION REQUIRED

None

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REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence that the EPP has published the required notifications for applicants and candidates. The following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has published information about its performance over the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that links to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED

None

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify that the EPP has implemented a formal and contingency admission process as required in 19 TAC §227.17 and §227.15. The following are the findings:

FINDINGS

1. The candidates' records consistently contained a formal written offer of admission. [19 TAC §227.17(b) & (c) or §227.15(a)(3)-(4)]
2. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c) or §227.15(a)(4)]
3. The formal admission date was not consistently included in the written offer of admission. [19 TAC §227.17(d) or §227.15(b)]
Evidence: None of the candidate's formal admission letters contained a formal date.
4. The ECOS audit trail revealed that candidate admission records were consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e) or §227.15(c)]

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- Candidates were not provided coursework, training, or test approval before formal or contingency admission. [19 TAC §227.17(f) or §228.40(d)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and contingency admission process(es) for all classes as required by September 23, 2024.

- 19 TAC §227.17(d) Formal Admission: Dates**

Implement and establish a process for formally admitting applicants, including a written offer letter with a formal admission date signed by the candidate.

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records, including applications, transcripts, screening rubrics, and other documentation, were reviewed to verify that the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227. The following are the findings:

FINDINGS

- The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
- The EPP consistently requires applicants to meet subject-specific semester credit hours requirements. [19 TAC §227.10(a)(4)]
- The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
- The EPP consistently uses one appropriate screening device to evaluate applicants' appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
- The EPP consistently collects all additional requirements for admission and verifies that candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9)]
- The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

CORRECTIVE ACTION REQUIRED

None

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report were reviewed as evidence that the EPP provides the required standards-based coursework in each certificate class offered. The following are the findings:

FINDINGS

- Candidates were consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b)]

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2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of performance assessments was found, and the assessments were aligned with the standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

None

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, published degree plans, candidate records, and information provided by the EPP in the Status Report were reviewed to verify that the EPP offers instruction in the additional curriculum areas required in the Texas Administrative Code, Texas Education Code, or both. The following are the findings:

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates and was provided by the approved provider. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates or was consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators must possess, the responsibilities educators are required to accept, and the high expectations for students in Texas were apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in the coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)]
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital, virtual, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: Syllabi for coursework in Digital Literacy did not contain evidence of an evaluation tool or a prescribed curriculum for addressing deficiencies.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices were provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by September 23, 2024.

1. **19 TAC §228.30(c)(8) Digital Literacy**
Revised: 19 TAC §228.57(c)(8) Educator Preparation Curriculum (Effective 9.1.2024)

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Develop and implement the Digital Literacy assessment with the prescribed curriculum to address deficiencies uncovered by the assessment.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents, other candidate records, and published information were reviewed for evidence that the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). The following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1)]
2. FBE assignments inconsistently meet the requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: Three out of the five candidate FBE logs reflected one setting.
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The pre-service coursework and training structure allowed the EPP to consistently capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by September 23, 2024.

1. **19 TAC §228.35(e)(1) FBE: Settings**
Revised: 19 TAC §228.43 Pre-Service Field-Based Experiences for Classroom Teacher Candidates (Effective 9.1.2024)
Revise the FBE requirements and process to ensure candidates complete FBE hours in a variety of settings.

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence that the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)—(g).

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FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B)]
3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix)]
4. Candidates were consistently assigned appropriately qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. The EPP consistently verified the qualifications of campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14) & (26)]
6. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14) & (26)]
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
8. Initial contact was inconsistent and not provided within the first three weeks of the assignment. [19 TAC §228.35(g)]
Evidence: None of the five candidates' records showed an initial contact between the field supervisor and the candidate.
9. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: Evidence of accomplishment as an educator, as shown by student learning, was missing for Field Supervisors supporting two out of the five candidates.
10. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]
11. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g)]
12. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]
13. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle, which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
14. Field supervisors consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(e)(2)(A)(iii), & §228.35(e)(2)(B)(ix)]
15. There is insufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]
Evidence: None of the five candidate records contained evidence of informal observations and ongoing support conducted by the field supervisor.
16. Candidates did not consistently receive a standard certification recommendation from the field and campus supervisors. [19 TAC §228.35(e)(2)(B)(ix)]

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Evidence: Four out of five intern candidates did not receive a recommendation for standard certification from field supervisors.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements for the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they can complete the experiences with proper supervision and support and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e) by September 23, 2024.

1. 19 TAC §228.35(g) Field Supervision: Field Supervisor Initial Contact

Revised: 19 TAC §228.101 Field Supervisor Qualifications and Responsibilities(b)(2) Field Supervisors Qualifications and Responsibilities

Update the field supervision process and requirements and provide training to field supervisors to ensure and document that field supervisors make initial contact with candidates as required.

2. 19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications

Revised: 19 TAC §228.101 Field Supervisor Qualifications and Responsibilities (9.1.2024)

Update the process and requirements for evaluating, verifying, and documenting that field supervisors meet qualification requirements. Include how the program will verify and document qualifications if an individual who meets the certification and experience requirement is unavailable.

3. 19 TAC §228.35(g) Field Supervision: Informal Observations & Ongoing Coaching

Revised: 19 TAC §228.101(b)(5)(A-D) Field Supervisor Qualifications and Responsibilities

Provide field supervisor logs, email records, phone records, observation forms, or any other document showing evidence of observations and support outside formal observations.

4. 19 TAC §228.35(e)(2)(B)(ix) Skills Implementation: Successful Internship-Recommendation

Revised: 19 TAC §228.73(j) Internship (9.1.2024)

Retain written documentation from the field supervisor and the mentor teacher that both have recommended or not recommended (as applicable) and retain in the candidate's records per records retention.

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials was reviewed as evidence that the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). The following are the findings:

FINDINGS

1. There is sufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
2. There is sufficient evidence that the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g)]

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CORRECTIVE ACTION REQUIRED

None

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, completed benchmark documents, and data reported in ECOS provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13]

Following are the findings:

FINDINGS

1. Candidates recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas where the EPP prepared them. [19 TAC §228.35(e)(2)(B), §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in the candidate's records. The following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area where certificates were issued. [19 TAC §229.3]
2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were reported as detailed in the observation documents. [19 TAC §229.3 & §229.4]
4. All data required from the EPP was reported by September 15. [19 TAC §229.3(e)]

CORRECTIVE ACTION REQUIRED

None

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PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence that the EPP has implemented the required instruction. The following are the findings:

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - o provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduces barriers in instruction;
 - o provides appropriate accommodations, supports, and challenges; and
 - o maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - o provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduce barriers in instruction;
 - o provide appropriate accommodations, supports, and challenges; and
 - o maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9)]
5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

None

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RECOMMENDATIONS

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- Establish a process for adding clinical experience and observation records to ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changed in EPP contact information.
- Consider creating a procedure manual documenting EPP processes to ensure continuity in record-keeping and related processes.
- Align the verbiage of the program to the verbiage of the Texas Administrative Code (TAC) (ex., Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue participating 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 education specialist assigned to the program.

SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 pm on September 23, 2024.

I, the legal authority for the Austin College Educator Preparation Program, have reviewed the contents of the Report and agree that all required corrections will be complete by September 23, 2024.

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date