

2022-2023 Continuing Approval Review Report

LeTourneau University EPP

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Irene Chacon and Director, Lorrie Ayers, conducted a five-year Continuing Approval Review of the LeTourneau University educator preparation program (EPP) on May 2 to 4, 2023. 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. Darla Bagget, Program Chair, was identified as the program Legal Authority and Beth Nelms, Director of Education, Certification Officer, and Backup Legal Authority was identified as the primary EPP contact for the review process. The LeTourneau University EPP was approved as an EPP on April 30, 1992. At the time of the review, the EPP was rated Accredited with a risk level of Stage 1 (high). The EPP reported 29 finishers for the 2020-2021 reporting year and 27 finishers for 2021-2022.

At the time of the review, the LeTourneau University EPP was approved to certify candidates in the following classes: Teacher, Principal, and School Counselor. The EPP is approved to prepare and recommend candidates for certification 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 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 Review" format where TEA and EPP staff worked collaboratively with EPP staff throughout the review via scheduled TEAMS video meetings.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to 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 by a variety of means. A Status Report and related program documents were submitted to TEA on April 18, 2023. Additional EPP documents, including records for 20 candidates, five from each certificate class and route, were reviewed. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

"Findings" reflect EPP compliance with the TAC requirement(s) in a component. 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 and/or TEC, 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 and no follow up is required.

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Following are the areas where the EPP and/or one or more of its programs were found to **exceed** requirements in TAC.

FINDING: COMPONENT IV

The EPP exceeds requirements in 19 TAC §228.35(g)(8) by exceeding the number of observations required for teacher candidates.

EVIDENCE

1. The observation documents show that field supervisors conduct four formal observations per semester for clinical teachers.

GOVERNANCE (COMPONENTS 1 & 5)

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

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of 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 trained in their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has not established evaluative tools and processes for continuous improvement of the programs within the EPP and/or has not engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
Evidence: Testing charts were published in the handbook for candidates; however, there was no further evidence provided of an evaluation process used in continuous improvement of the program.
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 not amended the program within the last 5-years. [19 TAC §228.20(e) & (f)]
6. 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)]
7. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
8. The EPP has not opened a new location since the last 5-year review. [19 TAC §228.10(e)]
9. The EPP has not allowed clinical teaching without prior TEA approval to offer clinical teaching. [19 TAC §228.10(c)]
10. The EPP has qualified instructors for the certificate categories or classes offered. [19 TAC §228.10(d)(1)]

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11. The EPP has consistently retained candidate and EPP records per the records retention requirement. [19 TAC §228.40(f) & §228.10(b)(2)]
12. The EPP has not consistently determined the readiness of each candidate to take the appropriate certification examination. [19 TAC §228.40(b) & §228.40(d)]
Evidence: For the ten teacher candidates and five principal candidates, no evidence of test readiness was found in candidate's records.

CORRECTIVE ACTION REQUIRED

The EPP must correct the required deficiency by September 25, 2023:

1. **19 TAC §228.40(e) Program Evaluation:** Revise or implement an evaluation plan to use evaluative tools to obtain feedback to use in continuous improvement of the programs within the EPP detailing the activity.
2. **19 TAC §228.40(b) & §228.40(d) Test Preparation:** Implement a test readiness process for all candidates in all programs that includes test preparation and determination of readiness to test. Retain evidence in candidates' records per the records retention requirement in 19 TAC §228.40.

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

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

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has not published clear information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation (PCHE) from TEA. [19 TAC §227.1(d)]
Evidence: Related information published on the application for admission, on the website, and in a candidate handbook was either incomplete or not transparently available to applicants. Notification of the right to request a PCHE was published; however, the information about how to request a PCHE was not clear.
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 the EPP performance over time for 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 provides a link to the TEA complaints process. [19 TAC §228.70(b)]

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CORRECTIVE ACTION REQUIRED

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) by September 12, 2023:

1. **19 TAC §227.1(d) Notifications: Preliminary Criminal History Evaluation:** Develop language to inform applicants and candidates about the potential impact of criminal history on eligibility for certification and the right of an individual to request a PCHE.

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

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

FINDINGS

1. Applicants who were admitted, met all admission requirements. [19 TAC §227.17(a) or §227.15(a)(1)-(2)]
2. The formal written offer of admission was consistently found in candidates records. [19 TAC §227.17(b) & (c) or §227.15(a)(3)-(4)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c) or §227.15(a)(4)]
4. The formal date of admission was included in the written offer of admission. [19 TAC §227.17(d) or §227.15(b)]
5. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e) or §227.15(c)]
6. Candidates were not provided coursework, training, and/or test approval prior to formal or contingency admission. [19 TAC §228.40(d)]

CORRECTIVE ACTION REQUIRED

None

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, and 241. Following are the findings:

FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]

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3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP does not consistently use one or more appropriate screening devices to evaluate an applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
Evidence: Evidence of two or more screens was not found in the records for the five principal candidates.
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and/or §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
7. The EPP consistently notifies non-teacher candidates of deficiencies in certification requirements at time of admission. [19 TAC §227.10(a)(5)]

CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227 and 241 by September 25, 2023.

1. **[19 TAC §227.10(a)(8)] Admission Requirement-Screen:** Implement and consistently apply a screening process to applicants to each program within the EPP. For principal program, more than one screening device is required. Screens must be scored with a cut score identified. Retain evidence of a completed and scored screen in each candidate's record per the records retention requirement in 19 TAC §228.40.

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 the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

FINDINGS

1. Candidates were required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were not identified in coursework. [19 TAC §228.30(a)]
Evidence: Physical Education standards were not integrated into coursework for the Core Subjects with Science of Teaching Reading (STR) EC-6 certificate category.
3. Evidence of performance assessments was found in coursework, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by September 25, 2023.

1. **[19 TAC §228.30(a)] Standards-based Curriculum:** Update the coursework provided to EC-6 candidates so that it includes the standards for the physical education portion of that certificate.

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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 the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and/or Texas Education Code. Following are the findings:

FINDINGS

1. Training in Ethics was found in coursework. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework but was not consistently provided by the approved provider. [19 TAC §228.30(c)(2)]
Evidence: Dyslexia training was identified in the course where instruction in special education topics was provided; however, for the ten teacher candidates, only five had certificates from the approved provider. There were no certificates found from the approved provider for the five principal candidates reviewed.
3. There was insufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide Prevention was provided consistently to all candidates. [19 TAC §228.30(c)(3)]
Evidence: Instruction in mental health, youth suicide, and substance abuse was not identified in the course syllabi provided. Additionally, out of five undergraduate teacher candidates, records for three did not contain a certificate of training in Mental Health, Substance Abuse, & Youth Suicide Prevention. Evidence of training was not found in the records for the five post-baccalaureate teacher candidates and the five principal candidates.
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework. [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 provided to all candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum was provided to candidates. [19 TAC §228.30(c)(8)]
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was 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 25, 2023.

1. **19 TAC §228.30(c) Dyslexia Instruction:** Update the process for all candidates to include Dyslexia instruction provided by the approved provider which is currently TEA Learn; and collect certificates of completion from candidates as evidence of training and retain in candidates' records per the records retention requirement in 19 TAC §228.40.

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2. **19 TAC §228.30(c) Mental Health Instruction:** Update the process for all candidates to include the required instruction in Mental Health, substance abuse, and youth suicide that is provided by an approved provider which is currently either a provider listed in the SAMHSA data base or is taught in a course as part of a degree at LeTourneau University. Retain certificates of completion or training sign in sheets as evidence of attendance at the training per the records retention requirement in 19 TAC §228.40.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence 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). Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1)]
2. FBE assignments and activities consistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
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 structure of pre-service coursework and training allowed the EPP to capture candidate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

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 the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (h).

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) & §228.35(e)(8)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]

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3. There was sufficient evidence that candidates 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), & §228.35(e)(8)]
4. Candidates were consistently assigned campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26), & (33)]
Evidence: The placement document signed by the campus administration acknowledged the mentors' and supervisors' three years of teaching experience. However, nine of the ten teacher records were missing evidence of one or more qualifications for the cooperating and mentor teachers. All of the five principal candidate records also lacked evidence of verification of site supervisors' accomplishment as an educator as shown by student learning.
6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26)]
Evidence: There was a signed acknowledgement of training in the records of nine of the ten teacher candidates and each of the five principal candidates; however, the training did not include training in how to coach and mentor candidates.
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) & (h)]
8. There was insufficient evidence that field supervisors supporting candidates in the supervised clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: There was missing evidence for one or more required qualifications for the field supervisors assigned to support the ten teacher candidates and five principal candidates.
9. Training was consistently provided as required to field supervisors. [19 TAC §228.35(g) & (h)]
10. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g) & (h)]
11. Candidates did not receive the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)(4)]
Evidence: From the five post-baccalaureate teacher candidates, only one completed an internship; however, there was missing evidence that the candidate received five observations.
12. Field supervisors consistently capture educational practices observed and capture candidate proficiency in the observation. [19 TAC §228.35(g), §228.35(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), §228.35(e)(8)(E)]
13. There was insufficient evidence the EPP collects recommendations of success in the clinical experience from the field supervisor and the assigned campus personnel. [19 TAC §228.35(g), §228.35(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), §228.35(e)(8)(E)]
Evidence: Recommendations from the field supervisor and cooperating teacher were not found in the records for four of the five teacher undergraduate candidates reviewed. Recommendations from the field supervisor and site supervisor were not found in the records for three of the five principal candidates.
14. 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)]

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15. There is sufficient evidence the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g) & (h)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e)-(h) by September 25, 2023.

1. **[19 TAC §228.2(14), (26), & (33)] Campus Supervision: Qualifications of Cooperating Teachers, Mentors, Site Supervisors:** Revise the process for capturing qualifications of cooperating teachers, mentors, and site supervisors to include capturing evidence of accomplishment as shown by student learning. Retain evidence in each candidate's record per the records retention requirement in 19 TAC §228.40.
2. **[19 TAC §228.35(f)] and [19 TAC §228.2(14), (26), & (33)] Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors:** Revise training to include coaching and mentoring instruction. Ensure all cooperating teachers, mentors, and site supervisors participate in the training within 3 weeks of being assigned to the candidate. Retain evidence in the candidate's record per the records retention requirement in 19 TAC §228.40.
3. **19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications:** Implement a process to collect evidence that field supervisors meet all qualification requirements for the candidates supervised. Retain evidence in EPP records per the records retention requirement in 19 TAC §228.40.
4. **[19 TAC §228.35(g)] Field Supervision: Internship-Number of Observations (Intern Certificate-One Assignment):** Implement a process to ensure each candidate completing an internship while holding an intern certificate (INT) receives at least 5 observations, 3 in the first half and 2 in the second half of the assignment. Retain observation documents as evidence per the records retention requirement in 19 TAC §228.40.
5. **19 TAC §228.35(e)(2)(A)(iii), 19 TAC §228.35(e)(2)(B)(ix) & 19 TAC §228.35(e)(8)(E)] Skills Implementation: Clinical Teaching & Practicum is Successful-Recommendation:** Implement a process to collect a final recommendation of success in clinical teaching and practicum from the cooperating teacher or site supervisor, respectively, and from the field supervisor. Retain the recommendation in the candidate's record per the records retention requirement in 19 TAC §228.40.

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence 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). Following are the findings:

FINDINGS

1. There is sufficient evidence the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]

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2. There is sufficient evidence the field supervisor consistently makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
3. There is sufficient evidence 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) & (h)]
4. There was insufficient evidence that the EPP provided notification to the campus or district and the candidate about certificate deactivation requirements prior to a candidate's internship. [19 TAC §228.35(e)(2)(B)(vii) and (viii)]

Evidence: For the candidate completing the internship, there was no evidence that deactivation requirements were communicated to district and candidate prior to internship.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences to ensure the EPP staff collaborate with the campus personnel and candidate as needed to support candidate success in the supervised clinical experience as required in 19 TAC §228.35(g) & (h) by September 25, 2023.

1. **19 TAC §228.35(e)(2)(B)(vii) & (viii) Skills Implementation: Notification of Certificate Deactivation:** Implement a process to communicate certificate deactivation rules and timelines to districts and candidates prior to the start of a candidate's internship.

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, and 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 who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
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, §230.36, & §230.37]
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 in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

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INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP was compared with the data retained in candidates' records. Following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data was not consistently reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
Evidence: For one of five undergraduate and one of five post-baccalaureate teacher candidates, the admission date in the candidate's record did not match the reported admission date. For two of five post-baccalaureate teacher candidates, enrollment records did not match admission and processing years.
3. Observation dates and durations were not consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]
Evidence: For two of the five undergraduate teacher candidates and three of the five post-baccalaureate teacher candidates, the data reported did not match the number, dates, and durations of observations recorded in the candidate records. For all five principal candidates reviewed, the reported data in ECOS did not match the number, dates, and durations of observations recorded in the candidate records. Additionally, for the five principal candidates, the assignment start and end dates did not align with the data reported in ECOS.

CORRECTIVE ACTION REQUIRED

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by September 25, 2023.

1. **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported Accurately:** Implement a process for checking quality of records entered into ECOS. Ensure they match the records held at the EPP.

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 the EPP has implemented the required instruction. Following are the findings:

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:

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- provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - 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:
- provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]
5. In the supervised clinical experience, there is insufficient 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); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: Candidate proficiency is captured on documents for the teacher candidates reviewed; however, there was no evidence of the proficiency in the areas identified in Component 10 captured for the five principal candidates reviewed.

CORRECTIVE ACTION REQUIRED

The EPP must update coursework and requirements for the supervised clinical experience to meet the requirements in 19 TAC §228.30(c)(9) and TEC 21.044 (a-1) by September 25, 2023.

1. **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum:** Update field supervision requirements and documents to capture candidate proficiency in the Principal standards.

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.

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LeTourneau University EPP

- Establish a process to add clinical experience records and observation records into 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 changes in EPP contact information.
- 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, clinical teaching, internship, practicum, 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 education specialist assigned to the program.