

2023–2024 Continuing Approval Review Report

Stephen F. Austin State University

INTRODUCTION

Texas Education Agency (TEA) Education Specialists, Linda Mott, Keena Sandlin, Lorrie Ayers, and Rebecca Bunting, conducted a five-year Continuing Approval Review of the Stephen F. Austin State University educator preparation program (EPP) on October 30, 2023–November 3, 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. Judy Abbott, Dean, College of Education was identified as the program Legal Authority, and Carrie Baker, Backup Legal Authority, was identified as the primary EPP contact for the review process. The Stephen F. Austin State University EPP was approved as an EPP on November 10, 1969. At the time of the review, the EPP was rated Accredited – Warned. The risk level was Stage 1 (high). The EPP reported 609 finishers for the 2021-2022 reporting year and 505 finishers for 2022-2023.

At the time of the review, the Stephen F. Austin State University EPP was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, Educational Diagnostician, and Reading Specialist. The EPP is approved to prepare and recommend candidates for certification in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) 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 an “On-site Review” format where TEA and EPP staff worked collaboratively on-site at the EPP.

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 October 12, 2023. Additional EPP documents, including records for 40 candidates from each certificate class and route, were reviewed at the EPP site. 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.

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

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 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 not had program amendments since the last five-year review. [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 added new program locations since the last five-year review. [19 TAC §228.10(e)]
9. The EPP has qualified instructors for categories and classes offered. [19 TAC §228.10(d)(1)]
10. The EPP has not had a change of ownership since the last five-year review. [19 TAC §228.17(a)]
11. 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 (SEE COMPLIANCE PLAN)

None.

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)]

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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 not published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
Evidence: The completion requirements for the non-teacher alternative certification program were not posted on the website or found in admission materials or candidate handbooks.
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 not published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
Evidence: The link on the EPP website linked to the EPP’s accreditation status on the TEA website and did not address the workforce for each program.
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) for all programs within the EPP as required by March 7, 2024.

1. **19 TAC §227.1(c) Notifications: EPP and Program Information**
The EPP must update the website, such as the Pathway to Certification page, to reflect program completion requirements for all programs and update the link to show the effects of supply and demand on the workforce for all programs.

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 consistently 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, or test approval prior to formal or contingency admission. [19 TAC §227.17(f) or §228.40(d)]

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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, 241, and/or 242. 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)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses one or more appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]
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 §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
7. The EPP does not consistently notify non-teacher candidates of deficiencies in certification requirements at time of admission. [19 TAC §227.10(a)(5)]

Evidence: The Reading Specialist program did not retain service records for two out of five candidate records reviewed.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227, 239, 241, and 242 by March 7, 2024.

1. 19 TAC §227.10(a)(5) Admission Requirements: Requirements Deficiency

For the Reading Specialist program, the EPP must update the process for verifying service and certification at admission using official documents and issue a deficiency letter to candidates who are missing one of the requirements for certificate issuance at admission.

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

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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 the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and Texas Education Code. 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 provided to all candidates and was consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
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 provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]
Evidence: Candidates only receive instruction in the framework for teacher evaluation.
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 consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were provided to candidates. [19 TAC §228.30(c)(8)]

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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 (SEE COMPLIANCE PLAN)

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by March 7, 2024.

1. **19 TAC §228.30(c) Teacher & Principal Evaluation Framework**

The EPP must update and implement coursework so that all candidates receive instruction in the framework for Teacher and Principal evaluation and revise the syllabus for the updated course to include that candidates will receive instruction in the framework for both teacher and principal evaluation. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(6).

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 consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
2. FBE assignments and activities inconsistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: Records for six out of ten candidates contained evidence of only one or two settings for FBE hours. Records for seven out of ten candidates contained limited or no evidence that the candidates had completed at least 15 hours of interactive FBE.
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 each of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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 March 7, 2024.

1. **19 TAC §228.35(e)(1) and §228.35(e)(1)(A) FBE: Settings and FBE: Interactive Hours**

The EPP must revise the FBE requirements and process to ensure candidates: a) complete FBE hours in a variety of settings; and b) document at least 15 hours of interaction with students. Note that the new FBE requirements, effective September 1, 2024, are in 19 TAC §228.43(a) and (c).

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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). Following are the findings:

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)]
3. There is 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 assigned appropriately qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. The EPP did not consistently verify qualifications of campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]
Evidence: Records for twenty-seven of forty candidates were missing evidence of one or more qualifications.
6. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience but was not provided within three weeks of being assigned to a candidate. [19 TAC §228.2(14), (26), & (33)]
Evidence: For fourteen of the candidates, training acknowledgments were missing dates, so it could not be verified that the cooperating teachers or mentors were provided training within the three-week window as required.
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: For the field supervisors assigned to support the Teacher, Principal, and Educational Diagnostician candidates whose records were reviewed, there was missing evidence for one or more required qualifications.
9. Training was consistently provided as required to field supervisors supporting candidates in the supervised clinical experience. [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 supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Records reviewed for the Principal, Educational Diagnostician, and Reading Specialist programs were missing evidence of the required number and duration of formal observations.

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12. There was insufficient 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) & (h)]
Evidence: Records reviewed from the Principal, Superintendent, and Educational Diagnostician candidates were missing evidence of the POP cycle.
13. Field supervisors inconsistently captured educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [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: The observation instruments provided by the EPP showed minimal or no comments regarding educational practices observed. The observation instruments for the non-teacher records reviewed did not capture proficiency in the aligned standards.
14. 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) & (h)]
Evidence: There was no evidence of ongoing coaching and informal observations in the candidate records reviewed for all programs.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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) by March 7, 2024.

1. 19 TAC §228.2(14) Campus Supervision: Qualifications of Cooperating Teachers

The EPP must update the clinical experience processes to include verifying, prior to the start of each candidate's clinical experience, the cooperating teacher assigned to support each candidate meets qualification requirements. Note that the new cooperating teacher qualifications and responsibilities, effective September 1, 2024, are in 19 TAC §228.93(a)(1-5) and (b)(1-2).

2. 19 TAC §228.35(f) Campus Supervision: Training Cooperating Teachers

The EPP must develop and implement the required training for cooperating teachers and establish a process to have these campus personnel trained within three weeks of assignment to the candidates they are supporting in clinical teaching. Note the new cooperating teacher training requirements, effective September 1, 2024, are in 19 TAC §228.91(e).

3. 19 TAC §228.2(18) Field Supervisor Qualifications

The EPP must update the process for assigning field supervisors to include verification they meet the qualification requirements. Retain evidence of field supervisor qualifications in EPP records per the records retention requirement in 19 TAC §228.40. Note the field supervisor qualifications and responsibilities, effective September 1, 2024, are in 19 TAC §228.101(a)(1-9) and (b)(1-12).

4. 19 TAC §228.35(h) & §228.35(j)(2)(C) Field Supervision: Practicum-Formal Observation Duration

The EPP must Revise the field supervision process and training provided to field supervisors to ensure they are completing observations as required in 19 TAC §228.35(h) and retain completed observation documents in candidates' records per the records retention requirement in 19 TAC §228.40. Note the new formal observation requirements regarding clinical teaching assignments, effective September 1, 2024, are in 19 TAC §228.105(a-e) and 19 TAC §228.107(a-d).

5. 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Field Supervision: Pre- and Post-Conferences

The EPP must update the field supervision process and requirements and provide training to field supervisors to ensure and document that field supervisors conduct pre- and post-conferences for each

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formal observation as required and retain evidence in each candidate’s record per the records retention requirement in 19 TAC §228.40. Note that the new formal observation requirements, effective September 1, 2024, are in 19 TAC §228.105(d)(1) and (3).

6. **19 TAC §228.35(g) and §228.35(h) Field Supervision: Educational Practices Observed**

The EPP must update the field supervision process and requirements and field supervisor training to ensure and document that field supervisors capture more detailed, specific evidence during observations to support the level of proficiency identified (regardless of level of proficiency) and to support and inform ongoing conversations about and implementation of effective teaching practices. Note that the new requirements for educational practices observed, effective September 1, 2024, are in 19 TAC §228.105(d)(2).

7. **19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Field Supervision: Informal Observations & Ongoing Coaching**

The EPP must revise the field supervision process and requirements and provide training to field supervisors to ensure they provide ongoing coaching and support to candidates during clinical experience. Note that the new informal observations and ongoing coaching requirements, effective September 1, 2024, are in 19 TAC §228.101(b)(5).

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 that the field supervisor collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
2. There is insufficient evidence that the field supervisor consistently makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: The candidate records reviewed did not show that the field supervisors for the Principal and Superintendent programs made initial contact.
3. There is sufficient evidence the field supervisor consistently provides feedback from the observation to the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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 March 7, 2024.

1. **19 TAC §228.35(g), §228.35(h), §228.35(j) Field Supervision: Field Supervisor Initial Contact**

The EPP must 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

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required. Note that the new initial contact requirements, effective September 1, 2024, are in 19 TAC §228.101(b)(2).

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 held 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.

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 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 were not consistently reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
Evidence: GPAs reported in ECOS did not match the reported GPA in eight out of forty candidates' records.
3. Observation dates and durations were not consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]
Evidence: Observations reported in ECOS did not match observations in thirteen out of forty candidates' records.

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CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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 March 7, 2024.

1. **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported Accurately**

The EPP must establish a process for reporting data in ECOS that ensures all required data is reported and reported accurately as correlates with EPP and candidate records.

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:
 - 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 insufficient 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); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

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Evidence: For the non-teacher records reviewed, there was no evidence on the observation instruments of levels of proficiency or educational practices observed.

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: For the non-teacher records reviewed, there was no evidence on the observation instruments of levels of proficiency or educational practices observed.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

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 March 7, 2024.

- 1. 19 TAC §228.35(e)(8) Skills Implementation: Successful Practicum/Clinical Experience**

The EPP must update the clinical experience process to include capturing candidate proficiency in the requirements in [Texas Education Code \(TEC\), §21.0443\(b\)\(1\) and \(2\)](#). Note that the new inclusive practices requirements, effective September 1, 2024, are in 19 TAC §228.41(2)(K).

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 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 review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code.
- Continue to maintain communication with the education specialist assigned to the program.