

2022–2023 Continuing Approval Review Report

Trinity University

INTRODUCTION

Texas Education Agency (TEA) Education Specialist Irene Chacon conducted a five-year Continuing Approval Review of Trinity University educator preparation program (EPP) on April 24, 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. Angela Breidenstein, Interim Chair, was identified as the program Legal Authority, and Judith Espinoza, as Backup Legal Authority, was identified as the primary EPP contact for the review process. Trinity University was approved as an EPP on March 27, 1971. At the time of the review, the EPP was rated Accredited, and the risk level was Stage 3 (low). The EPP reported 42 finishers for the 2020-2021 reporting year and 31 finishers for 2021-2022.

At the time of the review, Trinity University was approved to certify candidates in the following classes: Teacher and Principal. 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 “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 all certification classes 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 by a variety of means. A Status Report and related program documents were submitted to TEA on April 10, 2023. Additional EPP documents, including records for ten candidates, five Principal candidates, and five Teacher candidates, were submitted on April 21, 2023. 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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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)] [Effective September 1, 2024: 19 TAC §228.25(b)]
2. The advisory committee has been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has not engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)] [Effective September 1, 2024: 19 TAC §228.25(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)] [Effective September 1, 2024: 19 TAC §228.25(c)]
5. The EPP has not amended the program since the last Five-Year Review. [19 TAC §228.20(e) & (f)] [Effective September 1, 2024: 19 TAC §228.17(a) & (b)]
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)] [Effective September 1, 2024: 19 TAC §228.31(a)]
7. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
Evidence: An exit policy aligned with the language of the TAC was not found in the candidate records or on the website.
8. The EPP has not had the addition of new program locations in the last five years. [19 TAC §228.10(e)] [Effective September 1, 2024: 19 TAC §228.15(d)]
9. The EPP has qualified instructors for the certificate categories and classes offered. [19 TAC §228.10(d)(1)] [Effective September 1, 2024: 19 TAC §228.15(c)(2)]
10. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)] [Effective September 1, 2024: 19 TAC §228.13(f) & (h)]

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by September 9, 2024:

1. **[19 TAC §228.20(h) Exit Policy]** Implement an Exit Policy for each program that candidates review and sign at admission. Retain a copy of the signed acknowledgment in the candidates' records. [Effective September 1, 2024: 19 TAC §228.31(b)]

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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 not published information about the required criminal history background checks for employment as an educator in Texas. [19 TAC §227.1(b)]
Evidence: No evidence was found on the website, nor were documents signed by the candidates.
2. The EPP has not published information about the potential impact of criminal history on candidate certification or the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
Evidence: The information was not published for Principal applicants and candidates.
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) [Effective September 1, 2024: 19 TAC §228.123]

CORRECTIVE ACTION REQUIRED

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 September 9, 2024.

1. **[19 TAC §227.1(b) & §227.1(d) Notifications: Required Background Check & Preliminary Criminal History Evaluation]** Update the EPP website or applications or another location that is transparently accessible by applicants and candidates in the PIL program within the EPP to reflect the required information. The information must be available in such a way that applicants and candidates understand the information and requirements are applicable to them.

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. The formal written offer of admission was consistently found in the candidates' records. [19 TAC §227.17(b) & (c) or §227.15(a)(3)-(4)]

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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 date of admission was not consistently included in the written offer of admission. [19 TAC §227.17(d) or §227.15(b)]
Evidence: Formal admission offers for three of the five Principal candidates and two of the five Teacher candidates did not reflect clear admission dates.
4. The ECOS audit trail revealed candidate admission records were not consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e) or §227.15(c)]
Evidence: Records for two Principal and three Teacher candidates were created outside of the seven required calendar days.
5. Candidates were not provided coursework, training, or test approval prior to formal or contingency admission as required. [19 TAC §227.17(f) or §228.40(d)] [Effective September 1, 2024: 19 TAC §228.31(g)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and contingency admission process(es) for all classes as required by September 9, 2024.

1. **[19 TAC §227.17(d) Formal Admission: Dates]** Update the process for each admitted candidate to ensure the formal date of admission that is identified in the candidate's formal written offer of admission. Capture the evidence to be retained in each candidate's record per the records retention requirement in 19 TAC §228.40.
2. **[19 TAC §227.17(e) Formal Admission: Admission Records]** Admission records in ECOS for each admitted candidate must be created within seven calendar days of the formal admission date identified in the candidate's formal written offer of admission.

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 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 the Teacher program 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 does not consistently use 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)]
Evidence: Evidence of implementation of two screens was missing for three of 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 §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

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7. The EPP consistently notifies non-teacher candidates of deficiencies in certification requirements at the 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, 239, 241, and 242 by September 9, 2024.

1. **[19 TAC §227.10(a)(8) Admission Requirements: Screen]** Update admissions processes for all programs to require applicants to participate in one or more screening activities (The principal program must have two or more screening activities), which could include an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.

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 consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. Required standards were identified in coursework. [19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57]
3. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]

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 the EPP provides instruction in the additional curriculum areas required in the 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)] [Effective September 1, 2024: 19 TAC §228.57(c)(1)]

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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)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(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 were apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)] [Effective September 1, 2024: 19 TAC §228.57(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)] [Effective September 1, 2024: 19 TAC §228.57(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(6)]
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)] [Effective September 1, 2024: 19 TAC §228.57(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning were consistently provided to candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were provided to candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
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)] [Effective September 1, 2024: 19 TAC §228.57(c)(9)]

CORRECTIVE ACTION REQUIRED

None.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents, and other candidate records, and published information were 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).] [Effective September 1, 2024: 19 TAC §228.41(1) & §228.43(c)-(d)]
2. FBE assignments and activities consistently meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]

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CORRECTIVE ACTION REQUIRED

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). 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)] [Effective September 1, 2024: 19 TAC §228.63 & §228.67]
2. Candidates were not consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)] [Effective September 1, 2024: 19 TAC §228.63 & §228.67]
Evidence: Observation documents were found; however, the placement location, content area, and grade were unclear.
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), & §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.67(e)]
4. Candidates were consistently assigned campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)] [Effective September 1, 2024: 19 TAC §228.97 and §228.99]
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)] [Effective September 1, 2024: 19 TAC §228.97 and §228.99]
Evidence: Certifications and resumes were found. It was not evident that the qualifications to verify an accomplished educator, as shown by student learning, were verified.
6. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)] [Effective September 1, 2024: 19 TAC §228.97(4) and §228.99(3)]
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)] [Effective September 1, 2024: 19 TAC §228.101]
8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.101(a)]
Evidence: Certifications and resumes were found. It was not evident that the qualifications to verify an accomplished educator, as shown by student learning, were verified.
9. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.101(a)(3) & (5)]

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10. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g) & (h)] [Effective September 1, 2024: 19 TAC §228.109(a) and §228.117(b)(1) & (2)]
11. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g) & (h)] [Effective September 1, 2024: 19 TAC §228.109(b)(1) & (2) and §228.117(b)(2)]
12. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle, including a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)] [Effective September 1, 2024: 19 TAC §228.117(b)(3)(A) & (C)]
13. 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(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)(E)] [Effective September 1, 2024: 19 TAC §228.117(b)(3)(B)]
14. There is sufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates who have completed the supervised clinical experience. [19 TAC §228.35(g) & (h)] [Effective September 1, 2024: 19 TAC §228.101(b)(5)]

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) by September 9, 2024.

1. **[19 TAC §228.35(e)(2)(A) Skills Implementation: Clinical Teaching Assignment]** Update the process to capture information related to the clinical teaching assignment, including campus/district, subject/grade level, hours in assignment area and total time spent in clinical teaching that is verified by the cooperating teacher. Include a method of collecting and retaining documentation when the candidates are absent from clinical teaching, resulting in a reduction in clinical teaching days. [Effective September 1, 2024: 19 TAC §228.63 & §228.67]
2. **[19 TAC §228.2(14) and §228.2(33) Campus Supervision: Qualifications of Cooperating Teachers and Site Supervisors]** Update the process to capture evidence of accomplishment as an educator for cooperating teachers and site supervisors that includes evidence of at least three years of teaching experience; an accomplished educator as shown by student learning; and is currently certified in the content area. Retain evidence of cooperating teacher and site supervisor qualifications in EPP records per the records retention requirement in 19 TAC §228.40. [Effective September 1, 2024: 19 TAC §228.97 and §228.99]
3. **[19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications]** 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. [Effective September 1, 2024: 19 TAC §228.101(a)]

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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 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)] [Effective September 1, 2024: 19 TAC §228.101(b)(11) & (12)]
2. There is insufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)] [Effective September 1, 2024: 19 TAC §228.101(b)(2)]
Evidence: Documentation was not found for the five principal candidates reviewed to show initial contact dates by the field supervisor.
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)] [Effective September 1, 2024: 19 TAC §228.101(b)(8)]

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 9, 2024.

1. **[19 TAC §228.35(h) Field Supervision: Field Supervisor Initial Contact]** Update field supervision requirements for the Principal program to ensure field supervisors make first contact with candidates in practicum within the first quarter of the practicum assignment. Retain evidence on a field supervisor log, an email, or other document in the candidate's record per the record retention requirement in 19 TAC §228.40. [Effective September 1, 2024: 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 met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)] [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

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2. There was insufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230, §239, §241, & §242] Evidence: An Excel workbook documented the years of service for the five principal candidates reviewed; however, no service record was found for them.
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), §230.36, §230.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

The EPP must implement processes to verify candidates qualify for certification prior to recommending certificates as required in [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13] by September 9, 2024.

1. **[19 TAC §241.20(4) & §230.11 Non-Teacher Certification: Creditable Teaching Experience]** Update processes for obtaining official service records for candidates in the principal program. Classroom teaching experience must be verified at admission for certificate areas that require classroom teaching experience for certificate issuance per 19 TAC §227.10(a)(5), so the process of verifying service must begin at program admission. For candidates that do not have the required service at admission, the EPP must request an additional service record prior to recommending the Standard certificate to verify the candidate meets the service requirement. Retain service records in candidates records per the records retention requirement in 19 TAC §228.40.

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 reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were not reported as detailed in the observation documents. [19 TAC §229.3 & §229.4]
Evidence: Observation records for two of the five Principal candidates reviewed were not recorded in the Educator Certification Online System (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 9, 2024.

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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 ensuring the integrity of data submitted into ECOS that includes ongoing data entry and periodic quality control checks to verify data accuracy. Admission records in ECOS for each admitted candidate must be within 7 calendar days of the formal date of admission that is identified in the candidate’s formal written offer of admission. Retain supporting documentation for all data entered into ECOS in each candidate’s record per the records retention requirement in 19 TAC §228.40.

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)] [Effective September 1, 2024: 19 TAC §228.11(a)(a)(J) and §228.57(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. [Effective September 1, 2024: 19 TAC §228.11(a)(a)(J) and §228.57(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)] [Effective September 1, 2024: 19 TAC §228.11(a)(a)(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); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.57(K), §228.73(j), and §228.81(a)]

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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); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.41(9), §228.73(j), and §228.81(a)]

CORRECTIVE ACTION REQUIRED

None.

RECOMMENDATIONS

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams are no longer available effective September 1, 2024. Candidates pursuing certification in these certificate areas must now be approved for the new exams 258, 257, and 331, respectively. To be certified using exams 158, 157, or 231, candidates must apply and be recommended for certification by September 1, 2025. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- The Special Education EC-12 and Special Education Supplemental certificates will expire and will be replaced by the Special Education Specialist EC-12 certificate. The certification exams, 161 and 163, respectively, will not be offered after August 31, 2025. Candidates will have until September 1, 2026 to be certified in the expiring certificate areas. The new Special Education Specialist EC-6 exam 186 will be available starting September 2, 2025. Be sure to attend one of the required webinars to qualify to add the new Special Education Specialist EC-12 certificate.
- 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.