



2020 – 2021 Continuing Approval Review Report Wayland Baptist University

PURPOSE

A 5-year Continuing Approval Desk Review was conducted by Program Specialist Emily Newton of the Wayland Baptist University (WBU) (095501) educator preparation program (EPP) on 10/5/2020. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. WBU was initially approved as an EPP on 01/04/1971.

Dr. Sarah Hartman is the program Legal Authority, and Dr. Gene Whitfill is the primary EPP contact for the 2020-2021 review. WBU is approved to prepare and certify candidates in the following certificate classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician. Certification is offered in Undergraduate (U), Post-Baccalaureate (PB), and Alternative (ALT) routes. The EPP reported 88 finishers for the 2018-2019 reporting year and 43 finishers for 2019-2020. The EPP was rated Accredited Warned (Year One) at the time of the review. The risk level was Stage 2 (medium).

Candidate records were reviewed for forty-one candidates, ten (10) from the Principal class, three (3) from the Superintendent class, eight (8) from the School Counselor class, and five (5) from the Educational Diagnostician class. Fifteen records were requested from the Teacher class: five (5) from the Undergraduate route, five (5) from the Alternative Certification route, and five (5) from the Post-Baccalaureate route.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing an improvement plan based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. Next Steps were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Dr. Sarah Hartman, Dr. Gene Whitfill, Dr. Rachel Torres, Casandra Holloway.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on 10/18/2020. Additional EPP documents, including records for Teacher and Non-Teacher candidates, were



submitted on 10/26/2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

"Findings" indicate evidence collected during the review process. If the program is "not in compliance" with any identified component, the program should consult the TAC and correct the issue immediately. A "Compliance Plan" or "Next Steps" may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. "Recommendations" are suggestions for general program improvement, and no follow-up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings

- TEA reviewed Governance documents submitted at the mid-point of the review and self-reported information within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to WBU's programs. The legal authority and primary point of contact participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- WBU has a published calendar of activities for each of its programs, but these calendars do not include a deadline for accepting candidates into a program cycle. Evidence in the form of program timelines was found on the website. [19 TAC §228.20(g)]
- WBU submitted the Status Report for the EPP Review on September 18, 2020, as required. [19 TAC §228.10(b)(1)]
- WBU has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 19, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.20(g).
Action: Develop and implement a calendar of program activities, including a deadline for accepting candidates for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician.

Recommendations

- TEA recommends updating each of the Non-Teacher program websites to include the calendar of program activities and a statement explaining deadlines for admission into these programs.

Based on the evidence presented, WBU was not in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.



COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

- WBU has informed applicants of the required information about the EPP. Admission requirements were found on the website for each program. EPP completion requirements were found on the website for each program. The effects of supply and demand were found on the website. The performance of the EPP overtime for the past five years was found on the website. [19 TAC §227.1(c)(1-3)]
- WBU has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. [19 TAC §227.1(d)]
- A total of forty-one (41) files were reviewed for admission requirements. They included five undergraduate teacher files, five post-baccalaureate (PB) teacher files, five alternative certification program (ACP) teacher files, and twenty-six (26) non-teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled at the time of admission. All five PB and five ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. All twenty-six non-teacher candidates held the required degree at the time of admission. The ten principal/PIL candidates held the minimum of a bachelor's degree at the time of admission, and the three superintendent candidates held a master's degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have exceeded the minimum GPA requirement for admission. The teacher candidate GPA range was 2.72-3.95. The program requirement for teacher admission is 2.7. The non-teacher GPA range was 3.12-4.0. The program requirement for non-teacher admission is 2.7. The last 60 hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission. 13 out of 13 files (100%) met the requirement. The remaining two files passed a pre-admission content test. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher files reviewed met the minimum certification and degree requirements prior to admission. Official transcripts, service records, and resumes served as evidence of compliance 25 out of 26 files (96 %) contained a service record or resume, all files contained the appropriate bachelor's or master's degree as required, and 26 out of 26 files reviewed (100 %) had a valid teaching certificate. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with the TSI. Five PB and five ACP teacher



candidates met the requirement with official transcripts noting a degree conferred. All non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]

- All applicants must demonstrate proficiency in English language skills prior to admission. The five undergraduate teacher applicants met the English language requirements per WBU admission requirements, and the remaining ten teacher candidates and twenty-six non-teacher candidates met these requirements with an undergraduate or graduate degree from an accredited IHE in the United States. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. WBU utilizes an interview and a one-page autobiography as their screening instruments for both teacher and non-teacher candidates. The interview included a scale of 1-5 but did not include a cut score. The one-page autobiographies did not include a scoring rubric or scale. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All forty-one files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- WBU requires applicants to submit a one-page autobiography, and all 14 out of 15 teacher files, 24 out of 26 non-teacher files reviewed contained the one-page autobiography. The program did the additional requirement for admission. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. All 15 teacher candidates and all 26 non-teacher candidates received a formal letter of admission and signed then returned the formal letter of admissions. The effective date of formal admission was found in the more recent letters for all files reviewed. A few discrepancies were identified with older letters that did not include the formal admission date in the letter. This has since been corrected for all programs. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

19 TAC §227.10(a)(8)

Action: Develop and implement an interview and/or screening instrument, with a clear rubric cut score, for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician

Recommendations

- TEA recommends updating the two screening instruments WBU is using to include both a rubric with clearly defined success criteria for each score and documenting/implementing a cut-score for each instrument.

Based on the evidence presented, the WBU is not in compliance with 19 TAC §227.10 - Admission Criteria.



COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA review Curriculum documents for a single certificate area and self-reported information contained within the Status Report to determine compliance.
- WBU reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. [19 TAC §228.30(a)]
- WBU uses assessments to measure candidate progress. Core Subject Early Childhood-3 curriculum components were review as self-reported information contained within the Status Report. These documents included a performance-based assessment, alignment charts, and a scope and sequence document. [19 TAC §228.40(a)]
- WBU curriculum is research-based. More specifically, the CS EC-6 curriculum is aligned with early childhood research done by Thomas et al. and Cunningham et al. and is also aligned to meet the edTPA requirements. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes. The Educators' Code of Ethics is taught in EDUC 4313 and EDUC 5306 for teacher candidates and in EDAD 5015, EDSP 5010, and CNSL 5010 for non-teacher candidates. The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are spiraled through early childhood courses. Mental health, substance abuse, and youth suicide are taught in undergraduate, graduate, and alternative certification courses for both teachers and non-teachers. The skills educators are required to possess, and the responsibilities they are required to accept are spiraled throughout teacher and non-teacher coursework throughout the programs. The high expectations for students in this state are spiraled throughout teacher and non-teacher coursework throughout the programs. The importance of building strong classroom management skills is taught in Classroom Management for teacher candidates, Behavior Management for educational diagnostician candidates, Introduction to School Counseling for school counseling candidates, School Law for principal candidates, and School Improvement for superintendent candidates. The framework in this state for teacher and principal evaluations is spiraled throughout teacher and non-teacher coursework throughout the programs. Appropriate relationships, boundaries, and communications between educators and students spiraled throughout teacher and non-teacher coursework throughout the programs. Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in Technology in the Classroom, Introduction to School Counseling, Supervision of Instruction, Leadership and the Change Process, and Individual Cognitive Assessment. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in EDUC 2307, EDLI 3305, and EDLI 3308 and is spiraled into several other teacher courses. [19 TAC §228.30(d)(3)]



- Instructional planning and delivery are taught in Principles and Practices, Becoming a Teacher, Curriculum, and Assessment Secondary, and is spiraled into a few other teacher courses. [19 TAC §228.30(d)(4)]
- Knowledge of students and student learning is taught in Introduction to Special Ed and Educating students from Diverse Backgrounds. [19 TAC §228.30(d)(4)(B)]
- The learning environment is taught in Classroom Management and Becoming a Teacher. [19 TAC §228.30(d)(4)(D)]
- The data-driven practice is taught in EDUC 3302 Instructional Strategies. [19 TAC §228.30(d)(4)(E)]
- Professional practices and responsibilities are taught in EDUC 5318, Becoming a Teacher, and the Clinical Teaching or Internship courses. [19 TAC §228.30(d)(4)(F)]
- Principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in coursework in EDAD 5335 Principalship. [19 TAC §228.30(e)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the WBU is in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- WBU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Degree plans for each program and program route are posted on the EPP website providing evidence of sustained, rigorous, and interactive preparation. [19 TAC §228.35(a)(1-2)]
- Nine teacher candidates and sixteen non-teacher candidates reached the point of standard certification. Of the teacher candidates issued a standard certificate, all of them completed coursework prior to standard certification. Of the sixteen non-teacher candidates, two principal candidates were issued a standard certificate prior to their master's degree conferred date. The program does not meet the requirement as prescribed [19 TAC §228.35(a)(3)]
- WBU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. These procedures follow those of the University guidelines and are posted on the WBU website. [19 TAC §228.35(a)(5)(A-B)]
- WBU offers some coursework online in the various certification fields and classes. The program provided the National Council for State Authorization Reciprocity Agreements renewal application and approval form from 1/7/2020. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn between 300 and 330 clock hours, which exceeds the 300 clock-hours of required coursework and training. Fourteen of the fifteen



teacher candidates reviewed met or exceeded the 300-clock hour minimum, and one of the candidates reviewed is currently completing coursework. [19 TAC §228.35(b)]

- Thirteen of the teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. Several of the teacher candidates exceeded the 30-hour minimum for FBEs. FBE files ranged from 30.5-168. The EPP provided FBE logs, and transcript documentation for each file reviewed as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Program transcripts document that candidates completed required coursework in specified topics and FBEs prior to clinical teaching or internship. [19 TAC §228.35(b)(2)]
- Candidates in the non-teacher class of certification are required to earn 200 clock-hours of coursework and training. Twenty of the non-teacher candidates met the 200 minimum coursework requirement, and the remaining six candidates are in-progress of completing their program coursework. [19 TAC §228.35(c)]
- Six teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. WBU implements a Clinical Teaching Log that clearly shows the duration of a candidate's assignment, their placement, start/end dates, and any days they may have missed. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. Observation documents completed by Field supervisors were inconsistently completed and retained. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers/mentors provided recommendations to the EPP regarding candidate success in clinical teaching/internship. The Clinical Teaching/Internship Report WBU utilizes to track observations also includes a space for field supervisors and clinical teachers to recommend the candidate following successful completion of the clinical teaching experience. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii), 19 TAC §228.35(e)(2)(B)(vii)]
- All candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Candidate's official transcripts and program benchmark documents served as evidence of compliance for all teacher files reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. The candidate in the internship assignment began at the beginning of the year. Of the 11 candidates who completed clinical teaching and internships, 10 of them included the beginning of the school year, and the 11th candidate completed their clinical teaching prior to 12/27/2016. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- Nineteen non-teacher candidates completed a practicum that met the 160 clock-hour requirements. The two superintendent candidates who completed a practicum were required to complete a 300 clock-hour practicum. Candidate proficiency in the educator



standards required for each certificate is determined during the practicum. The field-supervisor used a standards-based observation instrument that is specific to the principal, superintendent, school counselor, and educational diagnostician certificates for all candidates. The standards-based observation instrument for each non-teacher program area lacks a rubric with different levels of proficiency and lacks specific success criteria for each level of proficiency. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]

- Field supervisors and campus site supervisors did not provide recommendations to the EPP regarding candidate success in the practicum. Files reviewed provided insufficient evidence of principal, superintendent, school counselor, and educational diagnostician candidates who were recommended for standard certification following the successful completion of a practicum. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or a practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Twenty non-teacher candidates, six clinical teacher candidates, and five intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the 20 site supervisors, 9 held the required credentials. The EPP was 45% compliant for the non-teacher class. Of the six cooperating teachers and six mentor teachers, 11 out of 12 (92 %) held the required credentials. While the program met the requirement for the teacher class, it did not meet the requirement as prescribed for the non-teacher class. [19 TAC §228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]
- The training material was provided for cooperating teachers, mentors, and site supervisors within three weeks of assignment to the candidate. Cooperating and mentor trainings were provided for 10 out of 12 (83%) teacher files reviewed, and 9 out of 20 (45%) of non-teacher files were reviewed. The program does not meet the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]
- All candidate files reviewed that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Twenty non-teacher candidates, six clinical teacher candidates, and five intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The field supervisor held the required credentials appropriate for the candidate supervised. All 10 (100%) of the teacher candidate field supervisors held the required credentials (one field supervisor worked with two candidates) and 20 (100%) of the non-teacher candidate field supervisors held the required credentials. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- Files reviewed contained a first contact within the first three weeks of assignment for teacher candidates. Non-Teacher files did not document the initial contact within the first quarter of the assignment for principal, superintendent, school counselor, and educational diagnostician candidates. The field supervisor for superintendent and school counselor candidates provided written feedback as required. The Field Supervisors to principal and educational diagnostician candidates did not provide written feedback as required. The program does not meet the requirement as prescribed. The field supervisor did not collaborate with the required individuals. Insufficient evidence was provided documenting the collaboration between field supervisors and site supervisors



for principal and educational diagnostician candidates. The program does not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]

- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. 8 out of 11 (72%) of clinical teacher and internship candidates received the first observation within the first third of clinical teaching and within the first six weeks of an internship. One internship is currently in progress, and observation data has not been reported yet. 4 of the 19 non-teacher practicum candidates completed their practicum with the required 135 minutes of observations. The program has not met the requirement as prescribed. 19 TAC §228.35(g)(1-3) & (h)(1-8)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.35(a)(3)
Action: Update procedures to ensure all coursework/training is completed prior to EPP completion and standard certification in the Principal program
- 19 TAC §228.35(e)(2)(A)(i)
Action: Develop and implement procedures for documenting, collecting, and retaining evidence of a candidate's clinical teaching duration
- 19 TAC §228.35(e)(2)(B)(vii)] and [19 TAC §228.35(e)(8) & (j)(2)
Action: Update and implement formal observation documents to assess candidate proficiency in each of the educator standards for each of the following programs: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician
- 19 TAC §228.35(e)(8)(A), 19 TAC §228.35(e)(8)(B), and 19 TAC §228.35(e)(8)(D) & (j)(2)
Action: Update and implement practicum experience documentation to show the practicum placement is in an actual school setting, is in a setting where the candidate is not in an administrative role or related to the site supervisor, and records the field supervisor and site supervisor recommendation. This is required for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician
- 19 TAC §228.2(12), §228.2 (24), and §228.2(31)
Action: Revise and implement procedures for documenting, collecting, and retaining evidence for site supervisor qualifications in the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician
- 19 TAC §228.35(f) and 19 TAC §228.2(12), §228.2(24), §228.2(31)
Action: Revise and implement procedures for training site supervisors within three weeks of being assigned a practicum candidate and retaining this documentation. This is required for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician
- 19 TAC §228.35(g), §228.35(h), §228.35(j)
Action: Update and implement practicum experience documentation to include the field supervisor's initial contact with the candidate within the first quarter of the assignment. This is required for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)



Action: Update and implement pre and post-conference documents for the following programs: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) and 19 TAC §228.35(g) & §228.35(h) and 19 TAC §228.35(g) & §228.35(h)

Action: Develop and implement the formal observation documents to include observed educational practices and documentation that the observation written feedback was provided to the candidate's site supervisor for the following programs: Principal and Educational Diagnostician

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)

Action: Develop and implement a process for documenting and collecting informal observation and coaching provided by the field supervisors to candidates in the following programs: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician

- 19 TAC §228.35(g)(2)

Action: Update and implement a process for completing formal teacher observations within the first third of a clinical teaching assignment and within the first six weeks of an internship assignment

- 19 TAC §228.35(h) & §228.35(j)(2)(C)

Action: Update and implement a process for completing at least 135 minutes of observations for each practicum candidate by the field supervisor. This is required for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician

- 19 TAC §228.35(h)(2) & §228.35(j)(2)(C)(ii)

Action: Update and implement a process for completing observations not conducted in a face to face setting that include the appropriate pre/post conference requirements. This is required for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician

- 19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii)

Action: Develop and implement a process for completing the required number and timeline for practicum observations. This is required for each of the following programs: Principal, Superintendent, School Counselor, and Educational Diagnostician

Recommendations

- EPP staff should consider streamlining documentation and processes for all non-teacher classes; this would include using a similar practicum experience document and formal observation documents. A Record of Clinical Teaching/Internship document is used for candidates. TEA also recommends implementing a similar form to better track practicum placements, start/end dates, observations, and recommendations for non-teacher classes.
- EPP staff should ensure a process is in place for non-teacher programs to communicate observation data to the staff that complete ASEP reporting. EPP staff were advised that observations for non-teacher candidates do not have to be a minimum of 45 minutes per observation. For non-teacher candidates completing a practicum, 19 TAC §228.35(h)



requires field supervisors to conduct a minimum of three (3) observations that total a minimum of 135 minutes. The ASEP system will accept an observation for non-teachers that is less than 45 minutes in duration, if necessary.

- TEA recommends creating an observation timeline for each program to help guide and inform field supervisors and candidates on required observation timelines.

Based on the evidence presented, the Insert EPP is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

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

Findings

- WBU has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed and for each Component from admission to standard certification, the benchmark document and degree progress were provided as evidence of compliance for 15 teacher files and 26 non-teacher files for a total of 41 files reviewed. [19 TAC §228.40(a)]
- WBU has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance assessment and scoring rubric. [19 TAC §228.40(a)]
- WBU has processes in place to ensure that candidates are prepared to be successful in their certification exams. Benchmark documents were provided for all files reviewed (41), showing where the candidate was in the process of testing. WBU also does not grant test approval to any candidate until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- WBU uses information from a variety of sources to evaluate program design and delivery. The EPP collects evaluations from clinical teachers, interns, and practicum candidates regarding their experience and field supervision. The EPP also submitted results of surveys and the impact/changes made due to the survey results. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the INSERT EPP is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.



COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- Teacher and non-teacher candidates adhere to the Texas Educator's Code of Ethics. Evidence, in the form of a signed Code of Ethics documents, were found in 19 out of 41 (46 %) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed Code of Ethics documents serve as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.50
Action: Revise and implement procedures for presenting all programs with Code of Ethics information and the collection and retention of this documentation.

Recommendations

- TEA recommends the EPP consider disbursing and collecting this documentation digitally, utilizing a digital signature option.

Based on the evidence presented, the Insert EPP is not in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site per the self-reported Status Report. The program provides the complaint policy in writing upon request. WBU meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the Insert EPP is in compliance with 19 TAC §228.70 – Complaints Process.



COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC §228 and §230

Findings

- Teacher candidates have met degree requirements for certification. All twelve teacher candidates who reached certification held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- Three (3) teacher candidates were issued a probationary certificate, and three (3) were issued an intern certificate and met the coursework and field-based experience requirements prior to issuance. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Four (4) principal/PIL candidates reached the point of standard certification. All four candidates had official transcripts, and two of the four met degree requirements prior to standard certification. Two (2) superintendent candidates reached the point of standard certification. Both candidates had official transcripts and met degree requirements prior to standard certification. Four(4) of the school counselor candidates reached the point of standard certification. All four (4) had official transcripts and met degree requirements prior to standard certification. Four(4) of the educational diagnostician candidates reached the point of standard certification. All four (4) had official and met degree requirements prior to standard certification. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal candidates are required to hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. Per service records and educator certificates on file, all four principal candidates met the requirement as prescribed. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. Per educator certificates on file, both superintendent candidates met the requirement as prescribed. [19 TAC §242.20]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the WBU is in compliance with 19 TAC §228 and §230 – Certification Procedures.



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

Findings

- WBU has submitted ASEP reports within the timeline required by TEA for 2019-2020 reporting. [19 TAC §229.3(f)(1) and Associated Graphic]
- 13 out of 15 (87%) teacher candidate files reviewed contained a formal offer of admission letter that did correspond to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- 12 out of 26 (46%) of non-teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in ASEP. [19 TAC §229.3(f)(1)]
- 3 out of 15 teacher candidate files reviewed contained an admission GPA that did not correspond to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program was 80% compliant. [19 TAC §229.3(f)(1)(7)]
- 10 out of 26 non-teacher files contained a GPA that did not correspond to the GPA reported. The program was 62% compliant. [19 TAC §229.3(f)(1)(7)]
- All 15 teacher candidate files were accurately reported for all certification areas for which they were admitted. The program was 100% compliant.
- Three teacher candidate observation duration/dates uploaded into ASEP did not correspond to the duration/dates documented in candidate records. [19 TAC §229.3(f)(1)(1)]
- One principal and one educational diagnostician candidate's observations from the 2019-2020 reporting year were not reported in ASEP.
- WBU EPP has already addressed the reporting issues as follows:
 - WBU staff are working on creating an intern manual documenting internal procedures for ASEP reporting and EPP roles and responsibilities

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation.
- Begin entering non-teacher observation data into ASEP, beginning with the 19-20 academic year.

Recommendations

- TEA recommends creating a procedure manual documenting EPP processes.

Based on the evidence presented, the WBU is not in compliance with 19 TAC §229 – Integrity of Data Reported.

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the



related certificate. The new PACT, or "TX PACT," is a content-pure assessment that cannot be used for certification purposes.

- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement. The EPP website advisement reflects candidates must apply and "be recommended" for a certificate before December 31, 2020, to qualify for a certificate without STR. The website should be updated to reflect "the certificate must issue" by December 31, 2020, to achieve certification without the STR.
- Intern and Probationary certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about 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 program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Next Steps were created collaboratively with the Wayland Baptist University staff.

"I have reviewed the EPP Report and agree that all required corrections will be made on or before February 26, 2021."

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date