

2023–2024 Continuing Approval Review Report

Jarvis Christian College

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Rebecca Bunting, conducted a five-year Continuing Approval Review of the Jarvis Christian College educator preparation program (EPP) on April 22, 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. DaMesia Starling, Chair of the Department of Education, was identified as the program's Legal Authority and the primary EPP contact for the review process. The Jarvis Christian College EPP was approved as an EPP on January 13, 1973. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3. The EPP reported twelve finishers for the 2021-2022 reporting year and eleven finishers for 2022-2023.

At the time of the review, the Jarvis Christian College EPP was approved to prepare and recommend candidates for certification in the Teacher class 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 the 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 requirements for EPPs as applicable to the certification class and 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 8, 2024. Additional EPP documents, including records for five candidates, were submitted on April 24, 2024. 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)]
2. The advisory committee has been informed of their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has not had any program amendments since the last five-year review. [19 TAC §228.20(e) & (f)]
6. The EPP has not 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)]
Evidence: There was no program calendar with a deadline for admission on the EPP website or in the candidate handbook.
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 does not provide preparation to teachers through the Post-Baccalaureate or Alternative Certification Program route and, therefore, does not need approval to offer clinical teaching. [19 TAC §228.10(c)]
10. The EPP has qualified instructors for all certificate categories offered. [19 TAC §228.10(d)(1)]
11. The EPP has not had a change of ownership since the last five-year review. [19 TAC §228.17(a)]
12. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]
Evidence: Several documents that the TEA expected to see for the review were not provided.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by October 14, 2024:

1. **19 TAC §228.20(g) Governance: Program Calendar**
The EPP must update the program website or handbook to include a program calendar that includes a deadline for accepting candidates into a program cycle. Note that the new program calendar requirements, effective September 1, 2024, are in 19 TAC §228.31(a).
2. **19 TAC §228.40(f) Records Retention**
The EPP must develop and implement a process for records retention that ensures a) evidence of candidate admission and completion of program requirements; and b) evidence of EPP activity is

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retained securely. Note that the new records retention requirements, effective September 1, 2024, are in 19 TAC §228.13(h).

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

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

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has not published 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: There was no evidence of the potential impact of criminal history on candidate certification or notification of the right to request a PCHE on the website, in admission material, or in the candidate handbook.
3. The EPP has published the admission requirements of 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 not published information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
Evidence: The EPP performance over time for the past five years was not posted on the program's website, nor was there evidence of it in the orientation or admission material provided.
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 effect of supply and demand forces on the educator workforce in Texas was not posted on the program's website, nor was there evidence of it in the admission material provided.
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

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 October 14, 2024.

1. **19 TAC §227.1(d) Notifications: Preliminary Criminal History Evaluation**
The EPP must update language on the website or other place, such as the admission application, that is transparently available to applicants and candidates so they know that a criminal history may make them ineligible for certification and that they have a right to request, at any time, a Preliminary Criminal History evaluation from TEA.
2. **19 TAC §227.1(c) Notifications: EPP and Program Information**
The EPP must update language on the website or other place, such as the admission application, which is transparently available to applicants about the effect of supply and demand forces on the educator workforce in this state and the performance over time of the Jarvis Christian College EPP for the past five years.

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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 the 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 not consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e) or §227.15(c)]
Evidence: All records reviewed had admission reported 30 days after the formal admission date.
6. Candidates were not provided coursework, training, or test approval before formal or contingency admission. [19 TAC §227.17(f) or §228.40(d)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by October 14, 2024

1. **19 TAC §227.17(e) Formal Admission: 7-Day Notice of Admission**
The EPP must establish and implement a process to create admission records in ECOS for each admitted candidate that is within seven calendar days of the formal date of admission that is 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 Chapter 227. 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 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)]

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4. The EPP consistently uses one appropriate screening device to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
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)]

CORRECTIVE ACTION REQUIRED

None.

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report were reviewed as evidence 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 before completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were not identified in coursework. [19 TAC §228.30]
Evidence: Instruction based on instructional planning and delivery, content knowledge and expertise, and data-driven practice was limited in the curriculum. The program did not provide syllabi for courses as evidence the above standards were taught.
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

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by October 14, 2024.

1. **19 TAC §228.30(a) Standards-based Curriculum**

The EPP must review and revise the curriculum provided to candidates so that the educator standards for the certificate are the basis for the curriculum. Note that the new Standards-based Curriculum requirements, effective September 1, 2024, are in 19 TAC §228.57(a).

2. **19 TAC §228.30(d) Teacher Standards**

The EPP must revise coursework for all candidates to include the required instruction in instructional planning and delivery, content knowledge and expertise, and data-driven practice per 19 TAC §149(b)(1), (3), and (5). Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(d)(4).

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REQUIRED CURRICULUM TOPICS (COMPONENT 3)

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

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates but was not provided by the approved provider. [19 TAC §228.30(c)(2)]
Evidence: Instruction on teaching students with dyslexia was identified in coursework, but the approved provider was not used to deliver the instruction.
3. Training in Mental Health, Substance Abuse, & Youth Suicide was not consistently provided to candidates and was not consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
Evidence: Two courses, HLTH 2202 and Psych 2301, were identified as providing instruction in mental health, youth suicide, and substance abuse, but there is no evidence that they are provided to everyone. HLTH 2202 is only listed on the degree plan for elementary candidates, and Psych 2301 is listed as an optional course; candidates can take Psych 2301, SOCI 1301, or SOCI 2323.
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 the coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the teacher and principal evaluation framework 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 not consistently provided to candidates. [19 TAC §228.30(c)(7)]
Evidence: Evidence of instruction in appropriate relationships, boundaries, and communications with students was not found in course syllabi.
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)]
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by October 14, 2024.

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1. 19 TAC §228.30(c) Dyslexia Instruction

The EPP must update coursework for all candidates to include Dyslexia instruction provided by the approved provider, which is currently TEA Learn. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(2).

2. 19 TAC §228.30(c) Mental Health Instruction

The EPP must update coursework for all candidates to include the required instruction in mental health, substance abuse, and youth suicide that is provided by an approved provider which is currently either a provider listed in the SAMHSA database or is taught in a course as part of a degree at Jarvis Christian College. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(3).

3. 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).

4. 19 TAC §228.30(c) Appropriate Boundaries

The EPP must update and implement coursework so that all candidates receive instruction in appropriate boundaries and revise the syllabus for the updated course to include that candidates will receive instruction in appropriate boundaries. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(7).

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 insufficient evidence that candidates consistently completed at least 30 field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
Evidence: All records reviewed contained evidence of only 15 hours of FBE completed.
2. FBE assignments and activities inconsistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: All records reviewed 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 before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in all the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas

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prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by October 14, 2024.

1. 19 TAC §228.35(b)(1) Pre-Service Requirements: FBE Hours

The EPP must update and implement a field-based experience (FBE) process that meets or exceeds all requirements for completing FBE activities including FBE that are completed in a variety of settings and at least 15 hours of interactive activity. The process must include that the EPP will not give FBE credit for more than fifteen clock-hours of electronic FBE. The EPP must retain FBE logs and reflections and benchmark documents or other evidence that reflects pre-service requirements completed in candidates' records per the records retention requirement in 19 TAC §228.40. Note that the new FBE requirements, effective September 1, 2024, are in 19 TAC §228.43(a-d), and the new records retention requirements, effective September 1, 2024, are in 19 TAC §228.13(f).

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) - (g). Following are the findings:

FINDINGS

1. There is insufficient 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)]
Evidence: No records reviewed contained evidence of clinical teaching logs to verify the clinical experience met the required duration.
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B)]
3. There is sufficient evidence that candidates consistently do not 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)]
Evidence: No records reviewed had field supervisor observation instruments to document proficiency in the educator standards.
4. Candidates were consistently assigned campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. The EPP did not consistently verify the qualifications of campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14) & (26)]
Evidence: In all records reviewed the EPP did not provide evidence of the required years of experience or accomplishment as evidenced by student learning for the cooperating teachers assigned to the candidates who had started clinical experiences,
6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14) & (26)]
Evidence: In all records reviewed, there was no evidence of training provided to campus personnel supporting candidates in the supervised clinical experience.

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7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: In all records reviewed for candidates who had started the clinical experience, the EPP did not provide evidence of accomplishment as shown by student learning for the field supervisors.
9. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]
10. There was insufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g)]
Evidence: The EPP did not provide evidence of observation instruments showing dates and start and stop times so the requirement could not be verified.
11. Candidates did not receive the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]
Evidence: The EPP did not provide evidence of observation instruments showing dates and start and stop times so the requirement could not be verified.
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: The EPP did not provide evidence of observation instruments showing a pre-conference and post-conference for each formal observation so the requirement could not be verified.
13. Field supervisors did not consistently capture educational practices observed or evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(e)(2)(A)(iii), & §228.35(e)(2)(B)(ix)]
Evidence: The EPP did not provide evidence of observation instruments showing educational practices observed so the requirement could not be verified.
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)]
Evidence: No records reviewed had evidence of the field supervisor providing ongoing coaching and support to candidates completing the supervised clinical experience.

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) – (g) by October 14, 2024.

1. 19 TAC §228.35(e)(2)(A) Skills Implementation: Clinical Teaching Assignment and Duration

The EPP must develop and implement a process to capture information related to the clinical teaching assignment, including campus/district, subject/grade level, hours in the assignment area and total time spent in clinical teaching that is verified by the cooperating teacher, and the EPP must include a method of collecting and retaining documentation when the candidate is absent from clinical teaching resulting in a reduction in clinical teaching days. Note that the new clinical teaching requirements, effective September 1, 2024, are in 19 TAC §228.67(a-d).

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- 2. 19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Proficiency**
The EPP must update the field supervision process and the observation instrument used by field supervisors to capture information during the formal observations so that field supervisors capture and document candidate proficiency in the standards during clinical teaching, require field supervisors to capture educational practices observed during the observation as support for the level of proficiency identified, and provide training to field supervisors to norm them on the use of a standards-based observation instrument as well as on capturing candidate proficiency in the standards in the candidate’s clinical teaching experience. Retain evidence in each candidate’s record. Note that the new clinical teaching requirements, effective September 1, 2024, are in 19 TAC §228.67(e).
- 3. 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).
- 4. 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)
- 5. 19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications**
The EPP must update the process for assigning field supervisors to include verification they meet the qualification requirements. Note the field supervisor qualifications and responsibilities, effective September 1, 2024, are in 19 TAC §228.101(a)(1-9) and (b)(1-12).
- 6. 19 TAC §228.35(g)(1) and (2) Field Supervision: Formal Observations-Duration & Format**
The EPP must update the formal observation process for candidates so that field supervisors conduct formal observations that meet requirements for setting, duration, number, and frequency, capture evidence via observation time and date stamps on observation instruments, and clinical teaching assignment start and end dates on observation instruments, and the EPP must retain observation instruments and any other related materials used for virtual observations, as applicable, in the candidate’s record. 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).
- 7. 19 TAC §228.35(g) Field Supervision: Pre- and Post-Conferences**
The EPP must update the clinical experience processes to include requiring field supervisors to conduct pre-conferences and post-conferences for each formal observation and to provide written feedback to the candidate and cooperating teacher about the outcome of the observation, including in the updated process requirements for the field supervisor to provide and document informal observations and ongoing coaching and support of the candidate throughout the clinical experience, and train field supervisors on the requirement/responsibility. Retain evidence in each candidate’s record. Note that the new formal observation requirements, effective September 1, 2024, are in 19 TAC §228.105(d)(1) and (3).
- 8. 19 TAC §228.35(g) Field Supervision: Educational Practices Observed**
The EPP must update the field supervision process and the observation instrument to ensure the field supervisor captures and documents educational practices observed for each formal observation and provide training to field supervisors to norm on expectations around the detail field supervisors are expected to capture and document regarding candidate performance in clinical teaching, internship, and practicum, as applicable. Retain evidence in each candidate’s record. Note that the new

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requirements for educational practices observed, effective September 1, 2024, are in 19 TAC §228.105(d)(2).

9. **19 TAC §228.35(g) Field Supervision: Informal Observations & Ongoing Coaching**

The EPP must update the field supervision process to ensure the field supervisor provides ongoing coaching and informal observations to the candidate throughout the clinical teaching assignment. Retain evidence in each candidate’s record. 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, cooperating teacher 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). Following are the findings:

FINDINGS

1. There is insufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
Evidence: The EPP did not provide any evidence of the field supervisor’s collaboration, such as signed copies of the observation instruments for any records reviewed.
2. There is sufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g)]
3. There is insufficient evidence that the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g)]
Evidence: The EPP did not provide any evidence of the field supervisor’s written feedback, such as signed copies of the observation instruments for any records reviewed.

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 October 14, 2024.

1. **19 TAC §228.35(g) Field Supervision: Field Supervisor Collaboration**

The EPP must update the field supervision process for candidates in clinical experiences to ensure ongoing support is provided to the candidate by the field supervisor and to ensure the field supervisor is collaborating throughout the experience with the candidate’s cooperating teacher, and the EPP must include in training provided to field supervisors and cooperating teachers information about ongoing support of candidates and collaborative processes between EPP and campus to support candidates. Retain evidence in each candidate’s record. Note that the new formal observation requirements, effective September 1, 2024, are in 19 TAC §228.105(d)(4).

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2. 19 TAC §228.35(g) Field Supervision: Observation-Written Feedback

The EPP must update the field supervision process to ensure the field supervisor provides feedback resulting from each formal observation to the candidate’s cooperating teacher. Retain evidence in each candidate’s record. Note that the new written feedback requirements, effective September 1, 2024, are in 19 TAC §228.105(d)(3-4).

CERTIFICATION (COMPONENT 8)

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

FINDINGS

1. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

None.

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in 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 reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
Evidence: All records reviewed had an admission GPA and subject-specific content hours that did not match the GPA and subject-specific content hours reported in ECOS.
3. Observation dates and durations were not consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]
Evidence: The EPP did not provide observation documents to verify what was reported in ECOS.

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4. There was no supporting documentation for the observations reported. [19 TAC §229.3 & §229.4]
Evidence: The EPP did not provide observation documents to verify what was reported in ECOS.

CORRECTIVE ACTION REQUIRED

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by October 14, 2024.

1. The EPP must 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.
2. The EPP must ensure that GPA and subject-specific content hour data entered into admission records in ECOS must correspond exactly to the data on the candidate's transcripts.
3. The EPP must enter all observation data into ECOS in the year in which the observation occurs and must ensure that data corresponds exactly to the observation data in candidate's records. Note that the new records retention requirements, effective September 1, 2024, are in 19 TAC §228.13(f).

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;

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- reduce barriers in instruction;
- provide appropriate accommodations, supports, and challenges; and
- maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: For all records reviewed, the EPP did not provide any observation instruments and, therefore, could not show evidence 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)]

Evidence: For all records reviewed, the EPP did not provide any observation instruments and, therefore, could not show evidence of levels of proficiency or educational practices observed.

CORRECTIVE ACTION REQUIRED

The EPP must update coursework and requirements for the supervised clinical experience to meet the requirements in 19 TAC §228.30(c)(9) and TEC 21.044 (a-1) by October 14, 2024.

1. **19 TAC §228.10(a)(1)(J)**

The EPP must update the field supervision process and the observation instruments used by field supervisors to formally observe candidates in the clinical experience so that candidate proficiency in the use of proactive instructional planning techniques and the use of evidence-based inclusive practices for all students, including students with disabilities, is captured. Retain the evidence in each candidate's record per the records retention requirement in 19 TAC §228.40.

RECOMMENDATIONS

- Update your Advisory Committee training to align with the new TAC and so that the training materials are not outdated.
- 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.

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- Align the verbiage of the program to the verbiage of the Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.)
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue 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.

SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 pm on October 14, 2024.

I, the Legal Authority for the Jarvis Christian College, have reviewed the contents of the Report and agree that all required corrections will be complete by October 14, 2024.

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date