

2022–2023 Continuing Approval Review Report

Rice University EPP

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Irene Chacon, conducted a five-year Continuing Approval Review of Rice University educator preparation program (EPP) on January 9, 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. Benda Rangel, Assistant Dean, was identified as the program Legal Authority and Sheila Whitford, Interim Associate Director was identified as the Backup Legal Authority. Dr. Emenah Ugochi was identified as the primary EPP contact for the review process. The EPP at Rice University was approved as an EPP on January 8, 1972. At the time of the review, the EPP was rated Accredited. The risk level was 3. The EPP reported 12 finishers for the 2021-2022 reporting year and 17 finishers for 2022-2023.

At the time of the review, Rice University EPP 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), post-baccalaureate (PB), and alternative certification (ALT) routes.

Per 19 TAC §228.1(c), “all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title.” The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format where EPP staff submitted requested documents to TEA for review. Records for 15 Teacher candidates and 10 Principal candidates were reviewed.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on December 8, 2022. Additional EPP documents, including records for 25 candidates, were submitted on January 4, 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)]
2. The advisory committee has been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has 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)]
6. The EPP has not published an exit policy that is reviewed and signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: There was no published exit policy found on the EPP website. Also, for all candidate records reviewed, only one candidate record contained a signed exit policy.
7. The EPP has qualified instructors for the certificate categories and classes offered. [19 TAC §228.10(d)(1)]
8. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]
9. The EPP has not consistently verified that a candidate has met all test readiness requirements prior to granting test approval for certification exams. [19 TAC §228.40(d)]
Evidence: Testing requirements were published; however, there was no evidence that the EPP verified the 25 candidates met the test readiness requirements.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by February 19, 2024:

1. **19 TAC §228.20(h) Exit Policy:** Develop and implement an Exit Policy for each program that is reviewed and signed by candidates at admission. Retain a copy of the signed acknowledgement in the candidates record.
2. **19 TAC §228.40(d) Test Approval:** For each program, develop and publish (such as in a candidate handbook) criteria for test readiness and test approval. Implement the test readiness requirements for each candidate and retain evidence in the candidates records that they have met test readiness requirements prior to receiving approval to test. Examples of types of evidence are practice tests reflecting target scores, certificates of completion of test preparation materials, a benchmark document reflecting completion of test preparation and date readiness was achieved, or other).

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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 published information about the required criminal history background checks for clinical teaching and/or 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 and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
Evidence: For the Principal program, there was no evidence that the EPP provided information to the ten candidates regarding the potential impact to the enrollee of a criminal history on a candidate certification.
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 not published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]
Evidence: No published documents containing a complaints process were found, nor was any information on the complaints process published on the EPP website.

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 February 19, 2024.

1. **19 TAC §227.1(d) Notifications: Preliminary Criminal History Evaluation:** Update the EPP website or applications or another location that is transparently accessible by applicants and candidates in all programs 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.
2. **19 TAC §228.70(b)(2-4) Complaints Process: Published:** Review, and update if needed, the complaints process for the EPP. Publish the complaints process, including a link to the TEA complaints process, in one or more locations on the EPP website that are transparently available to all candidates in all programs and not just to teacher candidates. Post the process in the physical EPP office. Develop and publish a written handout containing the complaints process to be available in the EPP office or as a downloadable PDF on the EPP website. Note: if the complaints process is revised, remember to provide an updated copy to TEA for the TEA files as required in (1) of this rule.

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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 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 7 calendar days required. [19 TAC §227.17(e)]
Evidence: For the fifteen teacher candidate records reviewed, only one admission record was uploaded with 7 calendar days. For the ten principal candidate records reviewed, only two records were upload within 7 calendar days.
6. Candidates were not provided coursework, training, and/or test approval prior to 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 February 19, 2024.

1. **19 TAC §227.17(e) Formal Admission: 7-Day Notice of Admission:** Implement a process to create admission records in ECOS for each admitted candidate that is within 7 calendar days of 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](#).

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, 241, and/or 242. Following are the findings:

FINDINGS

1. The EPP does not consistently require applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
Evidence: Transcripts were provided for the candidate records reviewed; however, the GPA for seven candidates did not agree with the GPA reported in ECOS or was not identified.

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2. The EPP consistently requires applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses one or more appropriate screening devices to evaluate the applicant’s appropriateness for the certificate sought. [19 TAC §227.10(a)(8) & §241.5(c)]
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and/or §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
7. The EPP does consistently notify non-teacher candidates of deficiencies in certification requirements at time of admission. [19 TAC §227.10(a)(5)]

CORRECTIVE ACTION REQUIRED

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

1. **19 AC §227.10(a)(3)(A) Admission Requirements: GPA:** Establish a process to collect transcripts from applicants that reflect GPA and retain those documents in candidates’ records. Capture the evidence to be retained in each candidate’s record per the records retention requirement in [19 TAC §228.40](#).

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

FINDINGS

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

CORRECTIVE ACTION REQUIRED

None.

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

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

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FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates and was provided by the approved provider. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates and was consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)]
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were provided to candidates. [19 TAC §228.30(c)(8)]
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)]
11. During the period of preparation, the EPP did not consistently assure that individuals preparing candidates understand and adhere to 19 TAC Chapter 247. [19 TAC §228.50]
Evidence: An ethics statement is provided in the candidate handbook; however, there was no evidence the candidates or the individuals preparing candidates are asked to sign an agreement of understanding and adherence to the Educators' Code of Ethics in 19 TAC Chapter 247.

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 February 19, 2024.

19 TAC §228.50 Ethical Staff with Ethical Candidates: Demonstrate the commitment of the EPP to ensure that faculty, staff, and field supervisors in all programs who work with candidates understand and adhere to the Educators' Code of Ethics by securing a signature from each that attests to understanding and adherence. Demonstrate the commitment of the EPP to ensure that candidates in all programs understand and adhere to the Educators' Code of Ethics by securing a signature from each that attests to understanding and adherence. Examples of evidence are signed acknowledgments of ethics information provided in a handbook, an acknowledgment on the application for admission into the program, a signed attestation in a course where ethics training is provided, etc.

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PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

FINDINGS

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

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).

FINDINGS

1. There is sufficient evidence that candidates did not consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(8)]
Evidence: Evidence of logs accounting for the days spent in a clinical experience were found for teacher candidates. However, the logs for the undergraduate teacher candidates, did not have evidence that the clinical experience was completed with the required number of days.
2. The EPP did not consistently communicate the certificate deactivation requirements to candidates prior the clinical experience assignment. [19 TAC §228.35(e)(2)(B)(viii)]
Evidence: No evidence that deactivation requirements were communicated to the districts and the candidates prior to the teacher candidates beginning their clinical experience assignment.
3. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]

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4. 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)]
5. Candidates were consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
6. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26), & (33)]
Evidence: For the five undergraduate teacher candidates, four were missing the verification of accomplishment as an educator as shown by student learning. Records for the five post baccalaureate teacher candidates reviewed lacked evidence that the EPP verified the mentors' qualification of accomplishment as an educator as shown by student learning. For the ten principal candidates reviewed, seven of the ten records lacked the verification of accomplishment as an educator as shown by student learning.
7. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.35(f) & 19 TAC §228.2(14), (26), & (33)]
Evidence: An informational handbook was provided by the EPP to mentors, cooperating teachers, and site supervisors; however, no evidence of training provided by the EPP was found for any of the programs reviewed.
8. 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)]
9. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: For all programs reviewed, two of the three qualifications were verified by the EPP for the field supervisors. All five alternative and five post-baccalaureate candidates were assigned field supervisors without the verification by the EPP of accomplishment as an educator as shown by student learning. Field supervisors assigned to the four undergraduate teacher candidates who completed a clinical experience did not have evidence the EPP verified the qualification of an accomplished educator as shown by student learning. For the ten principal candidate records reviewed, seven did not contain evidence that the field supervisor met the qualification of an accomplished educator as shown by student learning.
10. Training was not consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: No documentation of field supervisors receiving training by the EPP was found.
11. There was sufficient evidence that field supervisors conduct the first observation within the required time frame. [19 TAC §228.35(g) & (h) & (j)]
12. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g) & (h)]
13. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)]
14. 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)]

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

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e) by February 19, 2024.

1. **19 TAC §228.35(e)(2)(A)(i) Skills Implementation: Clinical Teaching Duration:** Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and clinical teaching log including dates, start and end times each day; verified by cooperating teacher. If up to 5 days of clinical teaching are missed: request letter from candidate; and approval by appropriate program staff; and Identified start date and end date of clinical teaching; and make-up plan if more than five days; and documentation of make-up time.
2. **19 TAC §228.35(e)(2)(B)(viii) Skills Implementation: Notification of Certificate Deactivation:** Implement a process to inform the intern and the applicable employing district personnel of the certificate deactivation rules prior to the start of the candidate’s internship (or practicum while holding an Intern or Probationary certificate). Retain evidence of that notification in the records for each candidate who completes a clinical experience while holding an Intern or Probationary certificate.
3. **19 TAC §228.2(14), §228.2 (26), and §228.2(33) Campus Supervision: Qualifications of Cooperating Teachers, Mentors, Site Supervisors:** Service record and teaching certificate; and evidence of accomplishment as an educator: Evaluations that include evidence of student learning; or campus or district reports that include evidence of student learning; letters of recommendation that include evidence of student learning; or a form, signed by the campus or district administrator, attesting that the cooperating teachers, mentors, and site supervisors meet requirements for certification, experience, and accomplishment as an educator.
4. **19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors with 19 TAC §228.2(14), §228.2(26), §228.2(33) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors:** Develop and implement the required training for cooperating teachers, mentors, and site supervisors. Establish a process to have these campus personnel trained within 3 weeks of assignment to the candidates they are supporting in clinical teaching, internship, or practicum, as applicable. Retain evidence of attendance at training, such as a sign in sheet or certificate of completion for each cooperating teacher, mentor, or site supervisor in the applicable candidate’s records per the records retention requirement in [19 TAC §228.40](#).
5. **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](#).
6. **19 TAC §228.35(g) and §228.35(h) Field Supervision: Field Supervisor Training:** Develop and implement a process for training field supervisors. Some suggested training topics are (but not limited to): coaching and mentoring, constructive feedback conversations, using pre- and post-

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conference information along with observation outcomes to drive performance improvement, norming field supervisors to achieve equitable experiences for candidates, updates on new rules and program requirements, etc. Retain training materials in EPP records and evidence of training such as sign in sheets or certificates of completion in the records of the candidates assigned to the field supervisor per the records retention requirement in [19 TAC §228.40](#).

7. 19 AC §228.35(g), §228.35(h), §228.35(j) Field Supervision: Field Supervisor Initial Contact:

Update field supervision requirements to ensure field supervisors make first contact with candidate 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](#).

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate’s supervised clinical experience as required in 19 TAC §228.35(g) & (h). Following are the findings:

FINDINGS

1. There is sufficient evidence the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
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)]
Evidence: Logs were provided for all the programs reviewed; however, records for two of the five undergraduate teacher candidates had no evidence of initial contact by the field supervisor. Three of the five Principal post-baccalaureate candidates had not begun their clinical experience. There was no evidence of initial contact with the field supervisor for the two Principal post-baccalaureate candidates who were completing the clinical experience. Records for two of the five alternative principal candidates had no evidence of initial contact 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)]

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 February 19, 2024.

19 AC §228.35(g), §228.35(h), §228.35(j) Field Supervision: Field Supervisor Initial Contact: Update field supervision requirements to ensure field supervisors make first contact with candidate in practicum within the first quarter of the practicum assignment. Retain evidence on a field supervisor

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log, an email, or other document in the candidate’s record per the record retention requirement in [19 TAC §228.40](#).

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 insufficient 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]
Evidence: Evidence of three undergraduate teachers completing requirements was found; however, no evidence of completed requirements was found for any other candidates reviewed.
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]
5. The EPP did not consistently verify creditable years of service prior to recommending candidates for a non-teacher certification. [19 TAC §241.20(4) & §241.60(4)]
Evidence: For the one post-baccalaureate candidate that was certified; no evidence of a service record was found. For the four certified alternative principal candidates, one did not have evidence of a verified service record.

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 February 19, 2024.

1. **19 TAC §230.13(a)(2) & §230.13(b)(3) Teacher Certification: Completion of EPP:** Implement a process to track candidate completion of EPP requirements and document completion on a benchmark document or other record. Retain evidence for each candidate per the records retention requirement in [19 TAC §228.40](#).
2. **19 TAC §241.20(4) & §241.60(4) Non-Teacher Certification: Creditable Teaching Experience:** Update processes for obtaining official service records for candidates in each 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.

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INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

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

FINDINGS

1. Candidates were consistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data was not reported accurately according to information in candidate transcripts and/or admission letters. [19 TAC §229.3]
Evidence: For the teacher candidates, five of the five alternative route and five of the five post-baccalaureate route candidates did not have admission reported within seven days of their admission dates. For the undergraduate teacher candidates, four of the five candidates' admissions were not reported within seven days. Only two of the ten principal candidates, alternative and post baccalaureate, had admissions reported within seven days, and two of the five alternative principal candidates had GPAs that did not correspond to the admission GPA reported.
3. Observation dates were reported as detailed on observation documents; however, observation durations were not. [19 TAC §229.3 & §229.4]
Evidence: For all the teacher candidates reviewed, observation documents were provided; however, two candidates had documents that did not reflect the observation durations that were reported and one candidate had not begun the clinical experience as of the time of the desk review.
4. There was supporting documentation for the observations reported. [19 TAC §229.3 & §229.4]

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 February 19, 2024.

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. GPA and subject specific semester credit hour data entered into admission records in ECOS must correspond exactly to the data on the candidate's transcripts.
2. **19 TAC §229.3 & §229.4 Data Reported Accurately:** Observation data for all programs must be entered into ECOS in the year in which the observation occurs and must correspond exactly to observation data in candidates' records. 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)

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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:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]
5. In the supervised clinical experience, there is 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)]

CORRECTIVE ACTION REQUIRED

None.

RECOMMENDATIONS

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by

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September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.

- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/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.