



2019– 2020 Continuing Approval Review Report

Introduction

A five-year Continuing Approval Desk Review was conducted by Program Specialist, Angela Von Hatten, of Texas Wesleyan University's (220504) educator preparation program (EPP) on December 5, 2019. 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. Texas Wesleyan University was originally approved as an EPP on May 13, 1972.

Dr. Carlos Martinez is Texas Wesleyan University's Legal Authority. Julia Tidwell is the primary EPP contact for the 2019-2020 review. Texas Wesleyan University is approved for the following certificate classes: Teacher, Principal, Reading Specialist, School Counselor, and Superintendent. Certification is offered in these routes: Undergraduate (U), Alternative (ACP), and Post-Baccalaureate (PB). The EPP reported a total enrollment of 147 candidates for the 2019-2020 academic year.

Candidate records were reviewed for 40 candidates, five (5) from each of the approved routes and certificate classes. The results were discussed with EPP staff on Friday, January 10, 2020. Attending from the EPP were Dr. Carlos Martinez, Julia Tidwell, and Dr. Bill Newton.

Results

Overview of Components

The following component(s) were found in compliance (C) with TAC:

- Governance
- Admission
- Curriculum
- Assessment & Evaluation of Candidates & Programs
- Complaints Procedures

The following component(s) were found out of compliance (N) with TAC:

- Coursework, Training, Program Delivery, & Ongoing Support
- Professional Conduct
- Certification Procedures

All Coursework, Training, Program Delivery, & Ongoing Support requirements were met except the following:

- Three (3) teacher candidate records do not reflect completion of 150 clock-hours of the pre-service requirement. Four (4) teacher candidate records do not provide evidence of completion of field-based experience. [19 TAC §228.35(a)(1), 19 TAC §228.35(b), 19 TAC §228.35(b)(1), 19 TAC §228.35(b)(2)]
- Fifteen (15) non-teacher candidate records do not verify practicum completion. Nine (9) non-teacher candidate records do not provide evidence of candidate proficiency in educator standards during their practicum. [19 TAC §228.35(e)(8)]



- Three (3) non-teacher candidate records do not provide evidence of recommendation for certification from field supervisors and campus site supervisors. [19 TAC §228.35(e)(8)(D)]
- Two (2) teacher and eight (8) non-teacher candidate placement records do not provide evidence to verify specific placement, cooperating teachers, and field supervisors. [19 TAC §228.35(f), 19 TAC §228.2(12), §228.2 (23), and §228.2(30)]
- EPP documents do not provide evidence of field supervisors, cooperating teachers, mentors, and site supervisors attending required training from the program. [19 TAC §228.2(12), §228.2(23), §228.2(30), §228.35(f), 19 TAC §228.35(g) and (h)]
- Four (4) teacher and thirteen (13) non-teacher candidate records do not reflect field supervisors contacting their assigned candidates within the required timeframe. Ten (10) non-teacher candidate records do not provide evidence of field supervisors conducting pre-conferences and post-conferences with their assigned candidates. Fifteen (15) non-teacher candidate records do not reflect candidates receiving their observation documents from their assigned field supervisor. [19 TAC §228.35(g) and (h)]
- Fourteen (14) non-teacher candidate records do not provide evidence to verify the observation requirements met. [19 TAC §228.35(g)(1-8) and §228.35(h)(1-3)]

All Professional Conduct requirements were met except the following:

- Thirteen (13) non-teacher candidate records do not provide evidence of candidates receiving and signing the Educators' Code of Ethics document. [19 TAC §228.50]

All Certification Procedures were met except the following:

- Three (3) non-teacher candidate records do not provide evidence of candidates having the required amount of creditable years of teaching experience for certification. [19 TAC §241.60, 19 TAC §239.20, and 19 TAC §242.20]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before **April 16, 2020**:

- EPP staff must update the process for verifying completion of pre-service and practicum completion before candidates are approved for the next phase of their program. [19 TAC §228.35(a)(1), 19 TAC §228.35(b), 19 TAC §228.35(b)(1), 19 TAC §228.35(b)(2), 19 TAC §228.35(e)(8)]
- EPP staff must update the process for tracking recommendations for certification from field supervisors and campus site supervisors. [19 TAC §228.35(e)(8)(D)]
- EPP staff must develop a process to retain all required documentation for each candidate admitted into their program, including all required observation documentation for candidates during their internship or practicum. [19 TAC §228.35(f), 19 TAC §228.2(12), §228.2 (23), and §228.2(30), 19 TAC §228.2(12), §228.2(23), §228.2(30), §228.35(f), 19 TAC §228.35(g) and (h), 19 TAC §228.35(g)(1-8) and §228.35(h)(1-3)]



- EPP staff must review and update the process of retaining documentation that all candidates were provided with and signed a statement acknowledging the Educators' Code of Ethics. [19 TAC §228.50]
- EPP staff must review and update the process for verifying non-teacher candidates meeting creditable years of teaching experience requirement for certification. [19 TAC §241.60, 19 TAC §239.20, and 19 TAC §242.20]

Recommendations and Advisement

- Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
- The PACT test will change effective at the end of January 2020. Plan to update curriculum 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 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 (ALT/PB) to address changes in PACT that will be in effect January 27, 2020.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments. Evidence of performance assessments will be 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 renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 1, 2021. Teacher program staff are advised to plan to meet before the January 1, 2021 certificate issuance requirement.
- 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. FS 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.



- Implement quality control procedures to ensure ASEP reports are submitted accurately and timely during state reporting each year.
- Revised program checklist that reflects test approval, formal admission date, initial contact from field supervisor, completion of coursework, completion of field-based experience hours, date of recommendation/non-recommendation from field supervisor and/or campus administrator, the recommendation of a standard certificate, and any other important program requirements.
- 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 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.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before **April 16, 2020”.**

Signature of Legal Authority	Date
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Printed Name of Legal Authority	Date
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