



2021 – 2022 Continuing Approval Review Report Houston Baptist University

PURPOSE

Texas Education Agency (TEA) Education Specialists Emily Carrizalez and Angela Von Hatten conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Houston Baptist University (HBU) October 5-7, 2021. 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 (5) years...". Dr. Kristie Cerling, the Dean, was identified as the program's Legal Authority. Stephanie King was identified as the certification officer, Back-up Legal Authority, and the primary EPP contact for the review process. HBU was approved as an EPP on September 9, 1972. At the review, the EPP was rated Accredited-Probation (Year One) for 2018-2019 and Not Rated: Declared State of Disaster for 2019-2020. The risk level was Stage 1 (high). The EPP reported 87 finishers for the 2020-2021 reporting year and 110 finishers for 2019-2020.

At the review, HBU was approved to certify candidates in the Teacher, Principal, Superintendent, Educational Diagnostician, School Counselor, and Reading Specialist classes. The EPP is approved to certify candidates through the alternative certification (ACP) route, the undergraduate (U) route, and the post-baccalaureate (PB) route.

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

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

At various stages, EPP staff participating in the review were Kristie Cerling, Stephanie King, Leslie Fridge, Elizabeth Trevino, Stephanie Free, and Angie Durand.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by various means. A Status Report and related program documents were submitted to TEA on September 20, 2021. Additional EPP documents, including records for fifty-one candidates, were submitted on October 4, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and data triangulation was used to evaluate the evidence.



FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

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

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA reviewed Governance documents submitted with the Status Report to determine compliance.
- The advisory committee membership, input provided by members, advisory committee member training, and meeting frequency exceeded requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to the HBU EPP. [19 TAC §228.20(c)]
- HBU has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program website. The HBU EPP website is comprehensive and transparently provides all the information candidates, applicants, and prospective applicants need. Their website is easy to navigate and informative for all stakeholders. [19 TAC §228.20(g)]
- As required, HBU submitted the Status Report for the EPP Review on September 20, 2021. [19 TAC §228.10(b)(1)]
- Per TEA records, HBU has been approved to offer clinical teaching since 2013. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (Compliance Plan)

- None

Based on the evidence presented, HBU was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- HBU has informed applicants of the required information about the EPP. Admission requirements were found on the EPP website and in the Student Handbook. EPP completion requirements were found on the EPP website. The effect of supply and demand forces on the educator workforce in this state was found on the EPP website. The performance of the EPP over time for the past five years was found on the EPP website. [19 TAC §227.1(c)(1-3)]
- HBU has informed applicants and candidates about the required information regarding criminal history. The information was found on the EPP website and in the Student Handbook. [19 TAC §227.1(d)]



- A total of 15 Teacher files were reviewed; five (5) each from the following routes: Teacher ACP, Teacher PB, and Teacher U. A total of 10 Principal files were reviewed; five (5) each from the following routes: Principal ACP and Principal PB. A total of 6 Superintendent files, 6 School Counselor files, 6 Educational Diagnostician files, and 7 Reading Specialist files were reviewed. Five (5) Superintendent candidates were in the PB route, and one (1) was in the ACP route. Five (5) School Counselor candidates were in the PB route, and one (1) was in the ACP route. Five (5) Educational Diagnostician candidates were in the PB route, and one (1) was in the ACP route. Five (5) Reading Specialist candidates were in the PB route, and two (2) were in the ACP route.
- All five (5) U Teacher candidates were enrolled in HBU when they were admitted to the EPP. All five (5) PB and all five (5) ACP Teacher candidates held the minimum of a bachelor's degree at the time of admission. Official transcripts were provided as evidence. All 10 Principal candidates and all 6 Educational Diagnostician candidates held the minimum of a bachelor's degree at the time of admission. Five (5) out of 6 School Counselor candidates and 6 out of 7 Reading Specialist candidate records included official transcripts documenting at least a conferred bachelor's degree. All 6 Superintendent candidates held a master's degree at the time of admission. Official transcripts were provided as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Fourteen out of 15 Teacher candidates met the minimum GPA requirement for admission. The teacher candidate's GPA range was 2.69-4.00. Nine out of 10 Principal candidates met the minimum 2.5 GPA requirement for admission. One (1) out of 10 Principal candidates had a GPA below 2.5 per official transcripts. All 6 Superintendent candidates, 6 School Counselor candidates, 6 Educational Diagnostician candidates, and 7 Reading Specialist candidates met the 2.5 GPA requirement for admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Documentation was provided for the one (1) Principal candidate admitted to the Principal program with a GPA below 2.5. TEA was able to verify the evidence of extraordinary circumstances per EPP candidate records. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(B)]
- Teacher applicants must demonstrate content knowledge before admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade seven or above, or pass a pre-admission content test (TX PACT) before admission. Eleven out of 15 Teacher files contained evidence that the candidates met the requirement. Three (3) out of 15 Teacher files included evidence the candidates were admitted with an insufficient number of subject-specific semester content hours. One (1) out of 15 Teacher candidates had not completed any subject-specific coursework; however, the candidate had passed the appropriate PACT exam. Twelve out of 15 candidate records were in compliance. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Three (3) out of 10 Principal candidates were admitted without service records or less than required years of experience for certification. Insufficient documentation was provided showing the EPP had informed the applicants in writing of their deficiencies. Two (2) out of 6 School Counselor candidates and one (1) out of 6 Educational Diagnostician candidates were admitted without service records, so TEA could not verify



their years of experience. Insufficient documentation was provided showing the EPP had informed the applicants in writing of their deficiencies. One (1) out of 7 Reading Specialist candidates was admitted without a conferred master's degree. Insufficient documentation was provided showing the EPP had informed the applicant in writing of the deficiencies. [19 TAC §227.10(a)(5)]

- Applicants must demonstrate basic skills before admission. Five (5) out of five (5) U Teacher candidates met the basic skills requirement in HBU course requirements and THEA (Texas Higher Education Assessment) scores. All five (5) ACP and all five (5) PB Teacher candidates met the basic skills requirement per official transcripts reflecting a conferred bachelor's degree. All 10 Principal candidates and all 6 Educational Diagnostician candidates met the basic skills requirement per official transcripts. Five (5) out of 6 School Counselor candidates and 6 out of 7 Reading Specialist candidates met the basic skills requirement per official transcripts. Due to insufficient transcripts in admission records, TEA could not verify the basic skills requirement for one (1) out of 6 School Counselor candidates and one (1) out of 7 Reading Specialist candidates. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. Five (5) out of five (5) U Teacher candidates met the English Language Proficiency (ELP) requirement at admission to HBU per the HBU ELP requirement. All five (5) ACP and four (4) out of five (5) PB Teacher candidates met the ELP requirement per official transcripts from the U.S. One (1) out of five (5) PB Teacher candidates met the requirement per official transcripts from an English-speaking country. All 10 Principal candidates and 6 Educational Diagnostician candidates met the ELP requirement per official transcripts from the United States. Five (5) out of 6 School Counselor candidates and 6 out of 7 Reading Specialist candidates met the ELP requirement per official transcripts from the United States. Due to insufficient transcripts in admission records, TEA could not verify the ELP requirement for one (1) out of 6 School Counselor candidates and one (1) out of 7 Reading Specialist candidates. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. HBU currently has an interview screening process that includes interview questions, a rubric, and a minimum cut-score for Teacher and Non-Teacher applicants. Interview documents and corresponding rubrics were provided for 15 out of 15 Teacher candidates. Interview documents and corresponding rubrics were provided for 7 out of 10 Principal candidates. Interview documents and corresponding rubrics were provided for one (1) out of 6 School Counselor records and two (2) out of 7 Reading Specialist records. Interview documents without a corresponding rubric and cut score were provided for all 6 Educational Diagnostician records. Documented interview dates were provided for five (5) out of 6 Superintendent candidates. None of the Principal or the Superintendent candidates met the two-screen requirement. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. The program met the requirement as prescribed for the Teacher class. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]



- An applicant must submit an application to the EPP. Thirteen out of 15 Teacher records included an application to the EPP, and two (2) out of 15 records did not have an application to the EPP. Seven out of 10 Principal records included an application to the EPP. One (1) out of 6 Superintendent records included an application to the EPP. Four (4) out of 6 School Counselor records included an application to the EPP. Four (4) out of 6 Educational Diagnostician records included an application to the EPP. Six out of 7 Reading Specialist records included an application to the EPP. The program did not meet the prescribed requirement in the Principal, Superintendent, School Counselor, and Educational Diagnostician classes. TEA would also like to note that HBU has its current applications posted to the EPP website and is collecting an EPP application from all applicants before admitting them now and moving forward. [19 TAC §227.10(a)(8)]
- HBU requires each Teacher ACP applicant to submit a resume and references with the application for admissions. Two (2) out of five (5) ACP Teacher records included references with the application, and none of the five (5) records included a resume. The program did not meet the additional requirement for admission for the ACP Teacher class. [19 TAC §227.10(b)]
- One (1) out of five (5) PB Teacher candidates was admitted with out-of-country transcripts. The one (1) candidate had official transcripts and documentation showing the transcripts had been prepared by a foreign credential evaluation service recognized by TEA. The program met the requirement as prescribed. [19 TAC §227.10(f)]
- Formal Admission to the EPP includes a written offer of formal admission from the EPP to the applicant and a written acceptance of the offer of formal admission from the applicant to the EPP. Four (4) out of five (5) U Teacher records documented the formal admission process. Three (3) out of five (5) ACP Teacher records documented the formal admission process, and one (1) out of five ACP Teacher records did not include the formal admission process documentation because the applicant was admitted before 3/1/2016. Five (5) out of five (5) PB Teacher records included the formal admission process documentation. Four (4) out of 10 Principal records included formal admission process documentation. Six out of 10 Principal records did not include the formal admission offer and/or written acceptance. Five (5) out of 6 Superintendent records included the formal admission process documentation. Three (3) out of 6 School Counselor records included a written acceptance to the EPP, but none of the School Counselor records included a written offer of admission. Two (3) out of 6 Educational Diagnostician records included the formal admission process documentation. Four (4) out of 7 Reading Specialist records included the formal admission process documentation. The program met the requirement as prescribed for the Teacher and Superintendent classes. The program did not meet the requirements as prescribed for the Principal, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]
- The effective date of formal admission must be included in the formal admission offer. Five (5) out of five (5) U Teacher records, three (3) out of five (5) ACP Teacher records, and three (3) out of five (5) PB Teacher records included an effective date in the offer of admission. One (1) out of five ACP Teacher records did not include an effective date in the offer letter because the candidate was admitted before 3/1/2016. Five (5) out of 10 Principal records, five (5) out of 6 Superintendent records, none of the 6 School



Counselor records, none of the 6 Educational Diagnostician records, and three (3) out of 7 Reading Specialist records included an effective date in the formal offer of admission. The program met the requirement as prescribed for the U Teacher, ACP Teacher, and Superintendent classes. The program did not meet the requirement as prescribed for the Teacher PB, Principal, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §227.17(d)]

- AN EPP must notify TEA within 7 calendar days of a candidate's formal admission. Two (2) out of five (5) PB Teacher records, one (1) out of five (5) ACP Teacher records, and none of the five (5) U Teacher records contained evidence that the candidate's admission was reported to TEA within 7 calendar days. One (1) out of five (5) U Teacher candidates is not applicable because the candidate was admitted in 2015-2016. Three (3) out of 10 Principal candidates, none of the 6 Superintendent candidates, two (2) out of 6 School Counselor candidates, none of the 6 Educational Diagnostician candidates, and five (5) out of 7 Reading Specialist candidates were reported to TEA within 7 calendar days. The program did not meet the reporting requirement for admission for the Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §227.17(e)]
- Five (5) out of 15 Teacher candidates received test approval before the formal admission date in TEA and EPP records. One (1) out of 6 School Counselor candidates and one (1) out of 7 Reading Specialist candidates received test eligibility before the formal admission date in TEA and EPP records. The program met the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. The program did not meet the requirement as prescribed in the Teacher class. [19 TAC §227.17(f)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §227.10(b) – Additional Admission Requirements
Action: Submit all admission requirements, as specified on the HBU EPP website, for one ACP Teacher candidate.
Guidance: All documentation for the EPPs admission requirements must be retained. For example, if the EPP requires candidates to submit a writing sample, then the writing samples for each applicant must be retained.
- 19 TAC §227.10(a)(5) – Admission Requirements Deficiency
Action: Submit the written notification of admission deficiency for one candidate in each of the following classes: Principal, School Counselor, Educational Diagnostician, and Reading Specialist. Or submit a narrative explaining the EPP process for informing non-teacher candidates of an admission deficiency. Include a description of the implementation process and copies of any corresponding materials.
Guidance: Update admission practices to include verifying and retaining all admission documents for non-teacher candidates, such as service records, teaching or principal certificates, and degrees. The EPP should create and implement a deficiency letter template when applicants are admitted to the EPP with any deficiencies.
- 19 TAC §227.10(a)(8) – Application to EPP
Action: Submit the EPP application for one candidate in each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician.



Guidance: Review application collection and retention practices to ensure all EPP applications are collected and retained for all candidates.

- 19 TAC §227.10(a)(8) – Admission Screening Instrument
Action: Submit the admission screening instrument(s) for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Principal and Superintendent classes must include two or more screening instruments.
Guidance: Review and update retention processes to include retention of screening instruments with admission records. A second screening instrument and corresponding rubric must be developed and implemented for Principal and Superintendent candidates.
- 19 TAC §227.17 – Formal Admission Process
Action: Submit the written offer of admission, with the effective date, and the written acceptance of admission for one candidate in each of the following classes: Principal, School Counselor, Educational Diagnostician, Reading Specialist, and Teacher ACP.
Guidance: Review the formal admission process to ensure a written offer, and written acceptance is collected and retained for every candidate. TEA has been informed that current formal offers of admission have been updated to include an effective date. These letters should be implemented and used moving forward.
- 19 TAC §227.17(d) – Formal Admission Dates
Action: Submit the written offer of admission, with the effective date, and the written acceptance of admission for one candidate in each of the following classes: Principal, School Counselor, Educational Diagnostician, Reading Specialist, Teacher ACP, and Teacher PB.
- 19 TAC §227.17(e) – 7-Day Notice of Admission
Action: Submit the written offer of admission, with the effective date, and the written acceptance of admission for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Teacher ACP, Teacher PB, and Teacher U. TEA will use the effective date of formal admission and TEA admission records in ECOS to verify the candidates were reported to TEA within seven calendar days.
Guidance: TEA has been informed the EPP has recently adjusted admission processes to account for the 7-day reporting window to TEA. The EPP should review and implement this process moving forward.
- 19 TAC §227.17(f) – No Coursework or Training Before Admission
Action: Submit the written offer of admission, with the effective date, and the written acceptance of admission for one candidate in each of the following classes: Teacher ACP, Teacher PB, and Teacher U. TEA will use the effective date of formal admission and TEA admission records in ECOS to verify the candidates were not provided coursework or training before admission to the EPP.
- Guidance: Review the internal process for providing candidates' test approval to ensure they do not receive test approval before their formal admission date.

Based on the evidence presented, the HBU is not in compliance with 19 TAC Chapter 227 - Admission Criteria.



COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed curriculum documents, course syllabi, and samples of performance-based assessments and corresponding rubrics to determine compliance.
- Per the Status Report, course syllabi, and performance-based assessments, HBU provided a standards-based curriculum. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- TEKS instruction was found in Course EDBI 4304, 4305, 4314, and several other courses. Evidence of TEKS instruction was identified in the Status Report, course syllabi, and performance-based assessments. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- HBU curriculum is research-based. Evidence of a research-based curriculum was verified through citations included in course syllabi and the Status Report. The reviewed curriculum materials also included research-based literacy development and Science of Teaching Reading (STR) standards. [19 TAC §228.30(b)]
- The Educators' Code of Ethics is taught in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher - EDUC 2320, EDUC 4301, EDUC 4311, EDUC 4400
 - Principal – EDAD 6313 and EDAD 6191
 - Superintendent – EDSU 7322 and EDSU 7310
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSP 5315
 - Reading Specialist – EDRE 6305[19 TAC §228.30(c)]
- Mental health, substance abuse, and youth suicide is taught in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher – EDUC 4302, EDSP 5302, and EDUC 4400
 - Principal – EDAD 6311
 - Superintendent – EDSU 7306
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSP 6315
 - Reading Specialist – EDRE 5304[19 TAC §228.30(c)]
- Dyslexia instruction is taught in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher – EDUC 4302, EDSP 5302, and EDUC 4400
 - Principal – EDAD 6311
 - Superintendent – EDSU 7306
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSO 5302
 - Reading Specialist – EDRE 5304[19 TAC §228.30(c)]
- The high expectations for students in this state are taught in multiple courses across multiple programs. The specific courses include, but are not limited to:



- Teacher – EDUC 4400, EDUC 5000, and EDUC 4800
 - Principal – EDAD 6302
 - Superintendent – EDSU 7306
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSP 6315
 - Reading Specialist – EDRE 5304 and EDRE 5310
- [19 TAC §228.30(c)]
- The importance of building strong classroom management skills is taught in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher – EDUC 4400, EDUC 5000, and EDUC 4302
 - Principal – EDAD 6302
 - Superintendent – EDSU 7309
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSP 5302 and EDSP 5319
 - Reading Specialist – EDRE 5310 and EDRE 5351
- [19 TAC §228.30(c)]
- HBU curriculum includes coursework on teacher evaluation and principal evaluation in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher – EDUC 4400, EDUC 4800, and EDUC 5000
 - Principal – EDAD 6302
 - Superintendent – EDSU 7310
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSP 6315
 - Reading Specialist – EDRE 5310
- [19 TAC §228.30(c)]
- Appropriate relationships, boundaries, and communications between educators and students are taught in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher – EDUC 4302, EDUC 6301, EDUC 4400
 - Principal – EDAD 6313
 - Superintendent – EDSU 7322 and EDSU 7306
 - School Counselor – COUN 5363 and COUN 6365
 - Educational Diagnostician – EDSP 6315
 - Reading Specialist – EDRE 5310 and EDRE 6305
- [19 TAC §228.30(c)]
- Digital literacy instruction is taught in multiple courses across multiple programs. The specific courses include, but are not limited to:
 - Teacher – EDUC 4306, EDUC 5306, EDUC 4400
 - Principal – EDAD 5320
 - Superintendent – EDLD 7303
 - School Counselor – ETEC 5306
 - Educational Diagnostician – ETEC 5306
 - Reading Specialist – ETEC 5306
- [19 TAC §228.30(c)]



- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in EDEC 4313 and 5310, EDRE 4320 and 5320, and several other courses. [19 TAC §228.30(d)(3)]
- The Status Report, performance-based assessments and corresponding rubrics, and course syllabi provided evidence that each of the 6 Teacher Standards is covered in the Core Subject EC-6 with STR curriculum.
- Administrator standards are covered in EDAD 6302 for Principal candidates per information self-reported in the Status Report. [19 TAC §228.30(e)]
- TEA would also like to highlight that HBU Principal candidates attend the three (3)-day training and certification in Advancing Education Leadership (AEL) and the Texas Evaluation and Support System (TTESS) training while enrolled in the HBU program.
- HBU has included the Science of Teaching Reading Framework in its curriculum and has a LETRS trainer. HBU also collaborates with Neahaus Education Center on reading coursework.

Compliance Issues to be Addressed (see Compliance Plan)

- None

Recommendation(s)

- Review all performance-based assessments and rubrics for all certificate areas to ensure the assignments candidates must complete are aligned to the educator standards.
- Create additional performance-based assessments to provide teacher and non-teacher candidates with additional opportunities for hands-on learning.

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

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

Findings

- Per official HBU transcripts, degree plans, and benchmark documents, all teacher and non-teacher candidates are adequately prepared. The EPP has a process to ensure the educator is effective in the classroom. [19 TAC §228.35(a)(1)]
- Per Core Subject EC-6 with STR syllabi, lesson plans, and performance-based assessment, the coursework HBU provides is sustained, rigorous, intensive, interactive, candidate-focused, and performance-based. [19 TAC §228.35(a)(2)]
- All coursework must be completed before EPP completion and standard certification. HBU transcripts served as evidence that all 15 Teacher candidates, 10 Principal candidates, 6 Superintendent candidates, 6 School Counselor candidates, 6 Educational Diagnostician candidates, and five (5) out of 7 Reading Specialist candidates completed their coursework before EPP completion and standard certification. One (1) out of seven Reading Specialist candidates withdrew from the EPP before completion. One (1) out of 7 Reading Specialist candidates is still in progress and has not completed the program yet. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]



- HBU has procedures for allowing relevant military experiences and procedures for prior experience, education, or training. This policy is available on the HBU website. [19 TAC §228.35(a)(5)(A-B)]
- Candidates for initial teacher certification exceed the minimum requirement of 300 coursework hours. Of the 15 candidates, all five (5) Teacher U candidates exceeded the minimum requirement, four (4) out of five (5) Teacher ACP candidates exceeded the coursework requirement, and all five (5) Teacher PB candidates exceeded the coursework requirement. HBU transcripts served as evidence of completed coursework. One (1) out of five (5) Teacher ACP candidates' coursework could not be verified due to lack of evidence. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Candidates seeking certification in a class other than classroom teacher must complete a minimum of 200 clock hours of coursework. All 10 Principal candidates, 6 Superintendent candidates, 6 School Counselor candidates, 6 Educational Diagnostician candidates, and five (5) out of 7 Reading Specialist candidates exceeded the 200-hour minimum requirement. HBU transcripts served as evidence of completed coursework. One (1) out of 7 Reading Specialist candidates withdrew from the EPP before program completion. One (1) out of 7 Reading Specialist candidates' coursework was in progress at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(c)]
- All five (5) Teacher U candidates, four (4) out of five (5) Teacher ACP candidates, and all five (5) Teacher PB candidates completed at least 150 hours of coursework before clinical teaching or internship. The HBU transcripts served as evidence of completed coursework. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)]
- Per FBE documentation, five (5) out of five (5) Teacher U candidates exceeded the minimum FBE requirement, five (5) out of five (5) Teacher ACP candidates, and five (5) out of five (5) Teacher PB candidates met or exceeded the minimum FBE requirement. The EPP provided FBE logs and reflections as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Per FBE documentation, four (4) out of five (5) Teacher U candidates completed FBE in a variety of settings, one (1) out of five (5) Teacher ACP candidates completed FBE in a variety of settings, and two (2) out of five (5) Teacher PB candidates completed FBE in a variety of settings. The program did not meet the requirement as prescribed for the Teacher ACP and Teacher PB classes. TEA noted that HBU had updated their Teacher class coursework to include additional FBE that integrates a variety of settings into the required FBE. [19 TAC §228.35(e)(1)]
- Per FBE documentation, all five (5) Teacher U candidates, four (4) out of five (5) Teacher ACP candidates, and four (4) out of five (5) Teacher PB candidates completed at least 15 hours of FBE with documented reflections. The FBE document used by HBU candidates includes a specific location for candidates to document the number of observational hours and interactive hours, along with a space for reflection. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)(A)]
- Five (5) out of five (5) Teacher U candidates completed a clinical teaching experience, two (2) out of five (5) Teacher ACP candidates completed a clinical teaching experience, and two (2) out of five (5) Teacher PB candidates completed a clinical teaching experience. Three (3) out of five (5) Teacher ACP and three (3) out of five (5) Teacher



PB candidates completed an internship. Clinical teaching and internship placement documentation served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)]

- A total of 9 candidates in the Teacher class participated in a clinical teaching experience. All 9 candidate records included their clinical teaching placement documentation, which verified their placement aligned to the certificate area they sought for initial certification. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)]
- Per clinical teaching logs, 7 out of 9 clinical teaching candidates met the 70-day minimum requirement or met the minimum requirement under the Governor's declaration of disaster due to COVID-19. Insufficient evidence was provided for two (2) out of 9 candidates, so TEA could not verify the candidates met the 70-day requirement for clinical teaching. There was sufficient evidence the program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]
- Per field supervisor observation instruments, all 9 clinical teaching candidates demonstrated proficiency in each educator standard. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- All 9 clinical teaching candidate records included a recommendation of successful completion of the clinical teaching experience from the field supervisor. None of the 9 candidate records included a recommendation from the assigned cooperating teacher. The program did not meet the requirement as prescribed for the Teacher U, Teacher ACP, and Teacher PB classes. [19 TAC §228.35(e)(2)(A)(iii)]
- A total of 6 candidates in the Teacher class participated in an internship experience. Per observation documents, all 6 candidates completed a full-year internship under the supervision of their EPP. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- An internship must be in a classroom assignment that matches the category for which the EPP prepares the candidate. Internship placement information and documentation were available for three (3) of the 6 intern candidates. Insufficient evidence was provided for the remaining three (3) candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- Internship placement information verifying the hours the candidates taught in their certificate area was provided for three (3) out of 6 intern candidates. Due to insufficient evidence, TEA could not verify the number of hours taught in the certificate area for three (3) out of 6 intern candidates. The program did not meet the requirement as prescribed for the Teacher PB and Teacher ACP classes. [19 TAC §228.35(e)(2)(B)(iii)]
- All 6 intern candidates held an intern certificate while participating in the internship. This was verified through effective dates on the certificates in ECOS. [19 TAC §228.35(e)(2)(B)(iv)]
- Per field supervisor observation instruments, all 6 intern candidates demonstrated proficiency in each educator standards during their internship. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Successful completion of the internship and recommendation for standard certification was collected for five (5) of the 6 intern candidates from the candidate's field supervisors. Recommendations from the campus supervisors were not available for any



intern candidates. The program did not meet the requirement as prescribed for the Teacher ACP and Teacher PB classes. [19 TAC §228.35(e)(2)(B)(vii)]

- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. Fifteen out of 15 teacher candidates received experience, including the start of the school year through their internship, clinical teaching, or field-based experience. Documentation of internship, clinical teaching, and FBE activities served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(4)]
- All 6 internship assignments and all 9 clinical teaching assignments were in an actual school setting per placement documentation and observation documentation provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- Non-teacher candidates must complete at least a 160-hour practicum. Eight out of 10 Principal candidates completed a 160-hour practicum per practicum logs, and insufficient evidence was provided for two (2) out of 10 principal candidates. Five (5) out of 6 Superintendent candidates completed a 160-hour practicum per practicum logs, and insufficient evidence was provided for one (1) out of 6 Superintendent candidates. Four (4) out of 6 School Counselor candidates completed a 160-hour practicum per practicum logs, and insufficient evidence was provided for two (2) out of 6 School Counselor candidates. Five (5) out of 6 Educational Diagnostician candidates completed a 160-hour practicum per completed practicum logs. Insufficient evidence was provided for one (1) out of 6 Educational Diagnostician candidates. Five (5) out of 7 Reading Specialist candidates reached the point of practicum, and insufficient evidence was provided for all five (5) Reading Specialist candidates. The program met the requirement as prescribed for the Principal, Superintendent, and Educational Diagnostician classes. The program did not meet the requirement as prescribed for the School Counselor and Reading Specialist classes. [19 TAC §228.35(e)(8)]
- Insufficient evidence was provided for all non-teacher classes, so TEA could not verify each non-teacher candidate demonstrated proficiency in the educator standards during their practicum. Field Supervisor observation instruments for each non-teacher class should be updated to include an evaluation of the educator standards at each observation. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. It should also be noted that proficiency in the educator standards was collected for the candidate's overall practicum experience for the non-teacher classes. [19 TAC §228.35(e)(8) & (j)(2)]
- Per practicum logs, observation documents, and placement information, TEA was able to verify that all 10 Principal candidates, 6 Superintendent candidates, 6 School Counselor candidates, four (4) out of 6 Educational Diagnostician candidates, and four (4) out of five (5) Reading Specialist candidates completed their practicum in an actual school setting. TEA could not verify the placement for two (2) out of 6 Educational Diagnostician candidates and one (1) out of five (5) Reading Specialist candidates. The program met the requirement as prescribed for the Principal, Superintendent, and School Counselor classes. The program did not meet the requirement as prescribed for the Educational Diagnostician and Reading Specialist classes. [19 TAC §228.35(e)(8)(A) and 19 TAC §228.35(e)(8)(B)]



- A practicum is successful when the field supervisor and the site supervisor recommend that the candidate be recommended for standard certification to the EPP. Four (4) out of 10 Principal candidates received a recommendation from their field supervisor and insufficient evidence was provided showing a recommendation from the 10 candidate's site supervisors. All 6 Superintendent candidates received a recommendation from their field supervisor, but there was insufficient evidence of a recommendation from the candidates' site supervisors. All 6 School Counselor candidates received a recommendation from their field supervisor, but there was insufficient evidence of a recommendation from the candidates' site supervisors. Three (3) out of 6 Educational Diagnostician candidates received a recommendation from their field supervisor, but there was insufficient evidence of a recommendation from the candidates' site supervisors. Two (2) out of five (5) Reading Specialist candidates received a recommendation from their field supervisor, one (1) out of five (5) Reading Specialist candidates received a recommendation from the site supervisor, and insufficient evidence was provided showing a recommendation from the remaining four (4) candidate's site supervisors. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(e)(8)(D) & (j)(2)]
- Per candidate placement information, 12 out of 15 Teacher candidates were assigned a cooperating teacher or mentor. TEA could not verify the cooperating teacher or mentor for three (3) out of five (5) Teacher ACP candidates. All 10 Principal candidates, five (5) out of 6 Superintendent candidates, all 6 School Counselor candidates, five (5) out of 6 Educational Diagnostician candidates, and all five (5) Reading Specialist candidates were assigned a site supervisor during their practicum experience. Observation documents, site supervisor documentation, and placement information served as evidence. The program met the requirements as prescribed. [19 TAC §228.35(f)]
- Cooperating teachers, mentors, and site supervisors must meet the qualification requirements outlined in TAC. Four (4) out of five (5) Teacher U records included the qualification documentation for the cooperating teachers. Due to lack of documentation, TEA could not verify the qualification requirements for the cooperating teachers and mentors of the five (5) Teacher ACP candidates. Three (3) out of five (5) Teacher PB records included the qualification documentation for the cooperating teachers and mentors. Due to the lack of documentation provided, TEA could not verify the qualifications of the mentors and cooperating teachers for two (2) out of five (5) Teacher PB candidates. One (1) out of 10 Principal records included all qualification documentation for the site supervisors. TEA could not verify the qualification requirements in 9 out of 10 Principal records. Two (2) out of 6 Superintendent records included the qualification documentation for the site supervisors. All 6 site supervisors for School Counselor candidates had a valid School Counselor certificate, but TEA could not verify the remaining qualifications due to insufficient documentation provided. Five (5) out of 6 site supervisors in the Educational Diagnostician records held a valid Educational Diagnostician certificate, but TEA could not verify the remaining qualifications due to insufficient documentation provided. TEA could not verify the qualifications for the five (5) site supervisors in the Reading Specialist records due to a lack of documentation. The program did not meet the requirement as prescribed for the



Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Teacher ACP, and Teacher PB classes. The program met the requirement as prescribed for the Teacher U class. [19 TAC §228.2(12), §228.2 (24), and §228.2(31)]

- Five (5) out of five (5) Teacher U and four (4) out of five (5) Teacher PB records included dated training materials showing evidence of cooperating teacher and mentor training by the EPP. None of the Teacher ACP records included training evidence of cooperating teachers and mentors. Evidence of site supervisor training was present in four (4) out of 10 Principal records, five (5) out of 6 Superintendent records, and none of the School Counselor, Educational Diagnostician, and Reading Specialist records. The program met the requirement as prescribed for the Teacher U, Teacher PB, and Superintendent classes. The program did not meet the requirement as prescribed for the Teacher ACP, Principal, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(f)]
- Training provided to cooperating teachers, mentors, and site supervisors by the EPP must occur within three (3) weeks of being assigned to a candidate. Two (2) out of five (5) Teacher U records contained evidence that cooperating teacher training occurred within three (3) weeks of being assigned a candidate. TEA was unable to verify that training occurred within three (3) weeks for the five (5) Teacher ACP candidates and the five (5) Teacher PB candidates due to a lack of documentation of the candidates' records. Dated training served as evidence that five (5) out of 6 Superintendent site supervisors and four (4) out of 10 Principal site supervisors were trained within three (3) weeks. TEA was unable to verify site supervisor training occurred within three (3) weeks of being assigned to a candidate due to lack of documentation in the School Counselor, Educational Diagnostician, and Reading Specialist records. The program met the requirement as prescribed for the Superintendent class. The program did not meet the requirement as prescribed for the Teacher U, Teacher ACP, Teacher PB, Principal, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.2(12), §228.2(24), §228.2(31)]
- Each of the 15 Teacher records, 10 Principal records, 6 Superintendent records, 6 School Counselor records, 6 Educational Diagnostician records, and five (5) Reading Specialist records included evidence of an assigned field supervisor. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- Field supervisors must hold the required credentials appropriate for the candidate being supervised. Four (4) out of five (5) Teacher U records included field supervisor qualification documents. All five (5) Teacher ACP and five (5) Teacher PB records included field supervisor qualification documents. HBU employed four (4) field supervisors to supervise the Principal candidates, and all Principal records included documentation of the field supervisor's qualifications. HBU employed two (2) field supervisors to supervise the Superintendent candidates, and both field supervisors' qualification documents were included in the candidate records. HBU employed one (1) field supervisor to supervise the School Counselor candidates, and the field supervisor qualification documents were included in the candidate records. HBU employed three (3) field supervisors to supervise the Educational Diagnostician candidates, and the field supervisor qualification documents were included in the candidate records. HBU employed one (1) field supervisor to supervise the Reading Specialist candidates, and



the field supervisor qualification documents were included in the candidate records. The program met the requirement as prescribed. [19 TAC §228.2(16)]

- All five (5) Teacher U field supervisors met TEA-approved observation training and EPP training requirements per certificates provided. Three (3) out of five (5) Teacher ACP field supervisors met TEA-approved observation training and EPP training requirements per certificates provided. Four (4) out of five (5) Teacher PB field supervisors met TEA-approved observation training and EPP training per certificates provided. Two (2) out of four (4) Principal field supervisors met TEA-approved observation training and EPP training per certificates provided. Two (2) out of two (2) Superintendent field supervisors met TEA-approved observation training and EPP training per certificates provided. The one (1) School Counselor field supervisors TEA-approved observation training and EPP training per certificates provided. One (1) out of three (3) Educational Diagnostician field supervisors completed TEA-approved observation training and EPP training per certificates provided. The program did not meet the requirements as prescribed. The Reading Specialist field supervisor met the TEA-approved observation training per the provided TTESS certificate. There was insufficient evidence the field supervisor attended EPP training. The program met the requirement as prescribed for the Teacher U, Teacher PB, Superintendent, and School Counselor classes. The program did not meet the requirement as prescribed for the Teacher ACP, Principal, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(g) & (h)]
- Initial contact between the candidate and field supervisor must occur within the first three weeks of the candidate's assignment for the Teacher class and within the first quarter of the assignment for the non-teacher class. Per observation documents, three (3) out of five (5) Teacher U candidates, one (1) out of five (5) Teacher ACP candidates, and two (2) out of five (5) Teacher PB candidates had initial contact with their field supervisor within the first three weeks of their assignment. Seven out of 10 Principal candidates, five (5) out of 6 Superintendent candidates, two (2) out of 6 School Counselor candidates, one (1) out of 6 Educational Diagnostician candidates, and two (2) out of five (5) Reading Specialist candidates had documented initial contact with their field supervisors within the first quarter of their assignment. The program did not meet the requirement as prescribed for the Teacher ACP, Teacher U, Teacher PB, Principal, School Counselor, Educational Diagnostician, and Reading Specialist classes. TEA noted that the field supervisors for non-teacher classes serve as the instructors for the corresponding practicum courses. The initial contact is made during the first week of classes each semester. [19 TAC §228.35(g), §228.35(h), §228.35(j)]
- Due to insufficient evidence, TEA could not verify pre- and post-observation conferences with candidates for all non-teacher classes. Pre- and post-observation conferences were documented in each teacher candidate's field supervisor observation documents. The program did not meet the requirements as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. The program met the requirement as prescribed for the Teacher class. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- Observation instruments completed by field supervisors documented educational practices observed for all 15 Teacher candidates, 7 out of 10 Principal candidates, and three (3) out of five (5) Reading Specialist candidates. TEA was unable to verify



educational practices observed for the Superintendent, School Counselor, and Educational Diagnostician candidates. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. The program met the requirement as prescribed for the Teacher class. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]

- For each formal observation, the field supervisor must provide a copy of the written feedback to the candidate's cooperating teacher, mentor, or site supervisor. Three (3) out of five (5) Teacher U records, two (2) out of five (5) Teacher ACP records, and three (3) out of five (5) Teacher PB records included evidence, via signature, that written feedback was provided to the candidate's cooperating teacher or mentor. None of the Principal, Superintendent, School Counselor, Educational Diagnostician, or Reading Specialist records included evidence that written feedback was provided to the candidate's site supervisor. The program did not meet the requirement as prescribed for the Teacher U, Teacher ACP, Teacher PB, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(g) & §228.35(h)]
- Field supervisors must collaborate with the candidate and their cooperating teacher, mentor, campus supervisor, or site supervisor during their field experiences. Three (3) out of five (5) Teacher U records showed collaboration through signed observation forms. Two (2) out of five (5) Teacher ACP records showed collaboration through signed observation forms, and three (3) out of five (5) Teacher PB records showed collaboration through signed observation forms. Five (5) out of 6 Educational Diagnostician records showed collaboration through signed practicum logs. Due to a lack of evidence, TEA could not verify collaboration for the Principal, Superintendent, School Counselor, and Reading Specialist records. The program met the requirement as prescribed for the Educational Diagnostician class. The program did not meet the requirement as prescribed for the Teacher U, Teacher ACP, Teacher PB, Principal, Superintendent, School Counselor, and Reading Specialist classes. [19 TAC §228.35(g) & §228.35(h)]
- Formal observations conducted by the field supervisor must meet the duration, frequency, and format requirements. Per formal observation documents, all observations for the 15 Teacher candidates were reported as being more than forty-five minutes. Nine out of 9 clinical teaching candidates received their first formal observation within the first third of clinical teaching. Five (5) out of 6 intern candidates met the number of observations, and one (1) out of 6 met the required observations during the Covid disruption, which closed schools in spring 2020. Eight out of 9 clinical teaching candidates met the number of observations, and one (1) out of 9 met the required observations under the Governor's declaration of disaster. The program met the requirements as prescribed for the Teacher class. [19 TAC §228.35(g)(1-8)]
- Formal observations for non-teacher classes must be at least 135 minutes in duration in a minimum of three (3) observations. Seven out of 10 Principal candidates, five (5) out of 6 Superintendent candidates, four (4) out of 6 School Counselor candidates, five (5) out of 6 Educational Diagnostician candidates, and five (5) out of five (5) Reading Specialist candidates met the 135 minutes of observations per completed field supervisor observation instruments. The program met the requirement as prescribed for the Superintendent, Educational Diagnostician, and Reading Specialist classes. The



program did not meet the requirement as prescribed for the Principal and School Counselor classes. [19 TAC §228.35(h) & §228.35(j)(2)(C)]

- Due to insufficient documentation, TEA could not verify if non-teacher observations were conducted in person or via electronic transmission. TEA was also unable to verify when pre- and post-observation conferences occurred and what format. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(h)(2) & §228.35(j)(2)(C)(ii)]
- Per field supervisor observation instruments, 7 out of 10 Principal candidates, five (5) out of 6 Superintendent candidates, four (4) out of 6 School Counselor candidates, four (4) out of 6 Educational Diagnostician candidates, and one (1) out of five (5) Reading Specialist candidates met the observation frequency requirement as outlined in TAC or met the requirement during the Covid disruption which closed schools in spring 2020. TEA could not verify the remaining candidate's observations due to insufficient observation documentation provided. The program met the requirement as prescribed for the Superintendent class. The program did not meet the requirement as prescribed for the Principal, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.35(e)(1) – FBE: Settings
Action: Submit the field-based experience (FBE) documents, including reflections for each FBE, showing a variety of educational settings, for one candidate in each of the following classes: Teacher ACP and Teacher PB.
Guidance: Review the field-based experience process and requirements to ensure each candidate receives a variety of settings. A variety of settings can be in different grade levels, different content areas, student populations, and different schools.
- 19 TAC §228.35(e)(2)(A)(iii) – Clinical Teaching is Successful-Recommendation
Action: Submit the recommendation for standard certification from the field supervisor and a cooperating teacher for one clinical teaching candidate in each of the following classes: Teacher ACP, Teacher PB, and Teacher U.
Guidance: Use the recommendation process for field supervisors to create and implement a recommendation process for mentors, cooperating teachers, and site supervisors.
- 19 TAC §228.35(e)(2)(B) – Internship Placement
Action: Submit the internship assignment information, including courses taught, the mentor, and campus location, for one candidate in each of the following classes: Teacher ACP and Teacher PB. Include the specific Course (s) each candidate is teaching.
Guidance: Consider collecting a statement of eligibility or placement tracking document that includes the candidate's internship placement, courses they are teaching, and the average hours of teaching each day.
- 19 TAC §228.35(e)(2)(B)(iii) – Internship Subject Area



Action: Submit the internship assignment information, including a daily class schedule, for one candidate in each of the following classes: Teacher ACP and Teacher PB. Include the specific Course (s) each candidate is teaching.

Guidance: Have field supervisors work with the candidate and the EPP to verify the candidate's placements during the initial contact within the first three (3) weeks.

- 19 TAC §228.35(e)(2)(B)(vii) – Successful Internship-Recommendation
Action: Submit the recommendation for standard certification from the field supervisor and campus supervisor for one clinical teaching candidate in each of the following classes: Teacher ACP and Teacher PB.
- 19 TAC §228.35(e)(8) – Non-Teacher Practicum
Action: Submit a practicum log, documenting a minimum of 160 clock hours completed in a practicum for one candidate in each of the following classes: School Counselor and Reading Specialist.
- 19 TAC §228.35(e)(8) & (j)(2) – Candidate Proficiency in Practicum/Clinical Experience
Action: Submit the field supervisor observation documents that include a rubric evaluating the candidate's proficiency in the educator standards for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
Guidance: Update observation documents to include an evaluative rubric of each educator standard, including proficiency levels and clearly defined success criteria for each level.
- 19 TAC §228.35(e)(8)(A) – Practicum Placement
Action: Submit the practicum placement information, including campus, school district, field supervisor, and site supervisor, for one candidate in each of the following classes: Educational Diagnostician and Reading Specialist.
- 19 TAC §228.35(e)(8)(B) – Practicum Setting
Action: Submit the practicum placement information, including campus, school district, field supervisor, and site supervisor, for one candidate in each of the following classes: Educational Diagnostician and Reading Specialist.
- 19 TAC §228.35(e)(8)(D) & (j)(2) – Successful Practicum- Recommendation
Action: Submit the recommendation for standard certification from the field supervisor and site supervisor for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
- 19 TAC §228.2(14), §228.2 (26), and §228.2(33) – Qualifications of Campus Supervision
Action: Submit the verification documentation showing the site supervisor, mentor, and cooperating teacher have at least three years of experience, is an accomplished educator as shown by student learning, and is currently certified in the category in which the candidate is seeking, for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, Teacher ACP, and Teacher PB.
- 19 TAC §228.35(f) – Training of Campus Supervision
Action: Submit the most recent/current EPP site supervisor, mentor, and cooperating teacher trainings for each of the following classes: Principal, School Counselor, Educational Diagnostician, Reading Specialist, and Teacher ACP.
- 19 TAC §228.2(14), §228.2(26), §228.2(33) – Training of Campus Supervision



Action: Submit the EPP site supervisor, mentor, and cooperating teacher trainings, and dated documentation showing when they received the training for one candidate in each of the following classes: Principal, School Counselor, Educational Diagnostician, Reading Specialist, Teacher U, Teacher ACP, and Teacher PB.

Guidance: Review mentor, cooperating teacher, and site supervisor training opportunities and requirements and develop a plan for training these supervisors at the start of the candidate's assignment to ensure each is trained within the first three (3) weeks of the assignment.

- 19 TAC §228.35(g),(h), & (j)(2)(C) – Field Supervisor Training

Action: Submit dated documentation of field supervisor training provided by HBU and dated documentation of completed TEA-Approved observation training for one candidate's field supervisor in each of the following classes: Principal, Educational Diagnostician, Reading Specialist, and Teacher ACP.

Guidance: Create a plan for training field supervisors yearly to be up-to-speed on all expectations and any updates to TAC.

- 19 TAC §228.35(g), §228.35(h), §228.35(j) – Field Supervisor Initial Contact

Action: Submit dated documentation of initial contact and clinical teaching or internship assignment information for one candidate in each of the following classes: Principal, School Counselor, Educational Diagnostician, Reading Specialist, Teacher U, Teacher ACP, and Teacher PB. Teacher candidate records must show initial contact was made within the first three weeks of the assignment, and non-teacher candidate records must show initial contact was made within the first quarter of the assignment.

Guidance: Consider implementing a field supervisor contact or communication log to document the initial contact made between the FS and candidate. Or consider adding the initial contact to the non-teacher observation documents.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) – Pre-and Post-Conferences

Action: Submit field supervisor observation documents that include pre- and post-observation conference information for one candidate in each of the following classes: Principal, Superintendent, School Counselor Educational Diagnostician, and Reading Specialist.

Guidance: Update observation documents to include a designated space to document both pre and post-observation conferences, when they occur, where they occur, and what was discussed.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) – Educational Practices Observed

Action: Submit field supervisor observation documents that include educational practices observed for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.

Guidance: Update non-teacher observation documents to include a designated space to document educational practices the field supervisor observes.

- 19 TAC §228.35(g) & §228.35(h) – Written Feedback

Action: Submit field supervisor observation documents that includes verification a copy of the written feedback was provided to the candidate's cooperating teacher, mentor, and campus supervisor, or site supervisor, for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Teacher U, Teacher ACP, and Teacher PB.



Guidance: Update observation documents to include a signature from the mentor, cooperating teacher, or site supervisor verifying they received written feedback from the candidate's field supervisor.

- 19 TAC §228.35(g) & §228.35(h) – Field Supervisor Collaboration
Action: Submit a field supervisor communication log, email records, or other documentation showing collaboration between the field supervisor and mentor (and campus administrator), cooperating teacher, or site supervisor for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Reading Specialist, Teacher U, Teacher ACP, and Teacher PB.
Guidance: Consider implementing a field supervisor log or communication document to track the communication between all stakeholders (field supervisor, mentor, candidate, etc.).
- 19 TAC §228.35(h) & §228.35(j)(2)(C) – Practicum Formal Observation Duration
Action: Submit observation documents showing at least 135 minutes of completed observations by the field supervisor for one candidate in each of the following classes: Principal and School Counselor.
Guidance: Review non-teacher observation duration, frequency, and number requirements and create a schedule for field supervisors to follow that aligns with TAC requirements.
- 19 TAC §228.35(h)(2) & §228.35(j)(2)(C)(ii) – Practicum Observation Format
Action: Submit field supervisor observation documents that include if the observation was face to face or electronic and documentation of the pre- and post-observation conference for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.
Guidance: Update observation documents to include a designated space to document the observation format, face-to-face or virtually/electronically.
- 19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii) – Practicum Observation Number & Frequency
Action: Submit observation documents that show the EPP provided at least one observation in the first third, one observation in the second third, and one observation in the third third of the practicum for one candidate in each of the following classes: Principal, School Counselor, Educational Diagnostician, and Reading Specialist.

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

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

Findings

- HBU has established benchmarks to measure candidate progress. All 15 Teacher candidates, 10 Principal candidates, 6 Superintendent candidates, 6 School Counselor candidates, 6 Educational Diagnostician candidates, and 7 Reading Specialist candidates record included a degree plan and HBU transcripts. The program met the requirement as prescribed. [19 TAC §228.40(a)]



- HBU provides structured assessments throughout the EPP to track candidate progress and proficiency according to course syllabi, performance-based assessments, and corresponding rubrics provided for the Core Subject EC-6 with STR certificate area. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- HBU has processes in place to ensure that candidates are prepared to be successful in their certification exams. Fourteen out of 15 Teacher records included test readiness documentation per third-party resources and practice tests. Eight out of 10 Principal records included test approval documentation per third-party practice test scores. One (1) out of 10 Principal candidates did not reach the point of test approval yet, and one (1) out of 10 Principal records did not include test approval documentation. Three (3) out of 6 Superintendent candidates have not yet reached the point of test approval, and the other three (3) records included test approval documentation. Five (5) out of 6 School Counselor records, five (5) out of 6 Educational Diagnostician records, and 6 out of 6 Reading Specialist records included test approval documentation per third party practice test scores. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- HBU uses information from various sources to evaluate program design and delivery. Per candidate records, the EPP has field supervisors, cooperating teachers, mentors, site supervisors, and candidates complete evaluations following clinical teaching, internship, and practicum experiences. The EPP also provided evidence of how the feedback has been used to improve the program. The EPP Advisory Committee minutes were provided, showing continuous program evaluation through Advisory Committee meetings. The program has met the requirement as prescribed. [19 TAC §228.40(e)]
- All five (5) Teacher U records included the candidate's admission, observation, supervision documentation, and benchmark documentation. Three (3) out of five (5) ACP Teacher records and three (3) out of five (5) PB Teacher records did not include the required supervision documents, and two (2) out of five (5) PB Teacher records did not include the candidate's placement information for their internship. All Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist records were missing various admission, coursework, internship, and observation documents. The EPP did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Teacher ACP, and Teacher PB classes. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.40(d) – Test Approval
Action: Submit the written offer of admission, with the effective date and the written acceptance of admission for one candidate in each of the following classes: Teacher U, Teacher ACP, and Teacher PB. TEA will use the effective date of formal admission and TEA admission records in ECOS to verify the candidates were not provided coursework or training before admission to the EPP.
Guidance: Review internal test approval and admission processes to ensure candidates are not given test approval until they have been admitted to the EPP and met all admission requirements.
- 19 TAC §228.40(f) – Records Retention



Action: Submit the admission, observation, field supervisor, mentor, cooperating teacher, or site supervisor qualification documents for one candidate in each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Teacher ACP, and Teacher PB. Or submit a narrative explaining what processes HBU has in place to retain all required admission, observation, and supervision documents required in TAC. Include an implementation date for the formal processes and what specific documentation will be retained for each class listed above. Guidance: Review internal records retention processes and policies to identify areas of improvement. Consider creating an intern EPP manual that includes all record retention processes and policies for each class the EPP is approved to offer. Include specific records to retain at admission, through coursework, test preparation, internship/practicum/clinical teaching, and program completion.

Based on the evidence presented, HBU is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

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

- Fifteen out of 15 Teacher candidates, 6 out of 10 Principal candidates, three (3) out of 6 Superintendent candidates, four (4) out of 6 School Counselor candidates, five (5) out of 6 Educational Diagnostician candidates, and 7 out of 7 Reading Specialist candidates signed an attestation agreeing to understand and adhere to the Texas Educator's Code of Ethics (ECOЕ). Signed copies of the ECOЕ served as evidence. Insufficient evidence was provided for Four (4) out of 10 Principal candidates, three (3) out of 6 Superintendent candidates, and four (4) out of 6 School Counselor candidates. The program did not meet the requirement as prescribed for the Principal, Superintendent, and School Counselor classes. The program met the requirement as prescribed for the Teacher, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.50]
- HBU faculty and staff, and field supervisors signed a Texas Educator's Code of Ethics. The signed copies served as evidence that the HBU faculty, staff, and field supervisors agreed that they understood and would adhere to the ECOЕ.

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.50 – Ethical Candidates
Action: Submit the signed Code of Ethics statement for one candidate from each of the following classes: Principal, Superintendent, and School Counselor.
Guidance: Review the EPP process for review code of ethics information with candidates and how signed Code of Ethics agreements are collected and retained.



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

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has a compliant policy posted on-site in the CoEBS lobby on Hinton 3. The program provides the complaint policy in writing upon request. HBU meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

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

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

Findings

- Teacher candidates must meet degree requirements for certification. Thirteen out of 15 Teacher candidates reached standard certification. The Teacher candidates who reached standard certification held a bachelor's degree, at minimum, when they received their standard certificate. HBU transcripts and official transcripts from other Institutions of Higher Education served as evidence. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- The HBU transcripts served as a record of EPP completion for all 13 standard certified Teacher candidates. The program met the requirement as prescribed. [19 TAC §230.13(a)(2) & §230.13(b)(3)]
- All 13 standard certified Teacher candidates met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Three (3) out of 10 Principal candidates, one (1) out of 6 Superintendent candidates, five (5) out of 6 Educational Diagnostician candidates, and three (3) out of 7 Reading Specialist candidates reached standard certification. All Principal, Superintendent, Educational Diagnostician, and Reading Specialist candidates included in the review were issued a standard certificate held a conferred master's degree when their standard certificate was issued. [19 TAC §241.60(2), §241.20(2), §242.20(3), §239.60(3), §239.84(3), & §239.93(3)]
- Effective for candidates admitted to School Counselor programs starting 9/1/2019, issuance of the School Counselor standard certificate requires the candidate to hold, at a minimum, a 48-hour master's degree in counseling. Of the five (5) standard certified School Counselor candidates, three (3) were admitted before 9/1/2019, and two (2) held



a 48-hour master's degree in counseling. The program met the requirement as prescribed. [19 TAC §239.20(3)]

- All three (3) standard certified Principal candidates and five (5) standard certified Educational Diagnostician candidates held a valid classroom teaching certificate per certification records. The program met the requirement as prescribed. [19 TAC §241.20(3), §241.60(3) & §239.84(4)]
- One (1) of 6 Superintendent candidates reached standard certification. That one (1) candidate held a valid principal certificate per certification records. The program met the requirement as prescribed. [19 TAC §242.20]
- Per official service records included in candidate records, the three (3) standard certified Principal candidates, five (5) standard certified School Counselors, and the three (3) standard certified Reading Specialists had at least two (2) creditable years of teaching experience as a classroom teacher when they were standard certified. The program met the requirement as prescribed. [19 TAC §241.20(4), §241.60(4), §239.20(4), §239.60(4), & §239.93(4)]
- Per official service records included in candidate records, the five (5) standard certified Educational Diagnostician candidates had at least three (3) years of teaching experience as a classroom teacher when they were standard certified. The program met the requirement as prescribed. [19 §239.84(5)]
- The HBU transcripts served as evidence of completion of the EPP for the three (3) standard certified Principal candidates, the one (1) standard certified Superintendent candidate, the five (5) standard certified School Counselor candidates, the five (5) standard certified Educational Diagnostician candidates, and the three (3) standard certified Reading Specialist candidates. The program met the requirement as prescribed. [19 TAC §241.20(5), §241.60(5), §242.20(2), §239.20(1), §239.60(1), §239.84(1), & §239.93(1)]

Compliance Issues to be Addressed

- None

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

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

Findings

- HBU submitted the required data within the timeline required by TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- The accuracy of data reported to TEA was verified during the review.
 - All data were reported accurately when compared with the documentation in the Teacher candidates' records except the semester credit hours for four (4) candidates, two (2) formal admission dates, one (1) observation, and one (1) admission GPA.



- All data were reported accurately compared with the documentation in the Principal candidates' records except the formal admission date for one (1) candidate.
- All data were reported accurately compared with the documentation in the Superintendent candidates' records except the admission GPA of one (1) candidate and the formal admission date of one (1) candidate.
- All data were reported accurately compared with the documentation in the School Counselor candidates' records except the formal admission date of one (1) candidate and the observations of one (1) candidate. One (1) candidate on the designated candidate list was erroneously reported to TEA, given test approval, and on the finisher record list. The EPP will submit an RFC Form to remove the erroneous candidate from the finisher record list.
- All data were reported accurately when compared with the documentation in the Educational Diagnostician candidates' records
- All data were reported accurately compared with the documentation in the Reading Specialist candidate's records.

Compliance Issues to be Addressed

- None

Based on the evidence presented, HBU is in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or "TX PACT," is a content-pure assessment that cannot be used for certification purposes.
- Ensure EPP benchmarks and test readiness requirements have been updated for Teacher programs to address PACT changes.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments requires 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 transition from test 291 to test 391 for issuing the Core Subjects with Science of Teaching Reading EC-6 certificate is in process. December 31, 2021, is the last date a



candidate can take the 291 exam, and the last date to standard certify candidates using the 291 exam will be on December 30, 2022. Teacher programs should inform candidates of these important deadlines to ensure that they can meet all requirements and can be standard certified using the 291 exam, if applicable.

- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS ALL EPPS

- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

The Compliance Plan was created collaboratively with Houston Baptist University staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before February 7, 2022.”

Signature of Legal Authority

Date



Printed Name of Legal Authority

Date