



2020 – 2021 Continuing Approval Review Report Lamar University

PURPOSE

Texas Education Agency (TEA) Education Specialists, Emily Newton, Lorrie Ayers, Melissa Yoder, and Educator Prep. Capacity Building Specialist Ebony Love, and Director Dr. Tam Jones, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for Lamar University (Lamar) on January 26, 2021 – January 28, 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 years...". Lamar University's Continuing Approval Review was initially scheduled for 2019-2020 but was rescheduled for the 2020-2021 review cycle due to COVID-19. Dr. Robert Spina, Dean of the College of Education and Human Development, was identified as the program Legal Authority, and Dr. Rebecca Weinbaum, Associate Dean of the College of Education and Human Development and Backup Legal Authority, was identified as the primary EPP contact for the review process. Lamar University was approved as an EPP on September 11, 1971. The EPP was rated Accredited-Probation (Year One) for 2018-2019. The risk level was Stage 1 (low). The EPP reported 2026 finishers for the 2018-2019 reporting year and 2047 finishers for 2019-2020.

At the time of the review, Lamar University was approved to certify candidates in the following classes: Teacher, Principal, School Counselor, and Superintendent. The EPP is approved to offer the undergraduate (TRAD), alternative certification (ACP), and post-baccalaureate (PB) routes to certification.

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

EPP staff participating in the review at various stages were: Johnny Jerrell, Dr. Freddie Titus, Dr. Belinda Lopez, and Dr. Johnny O'Connor.

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 January 11, 2021. Additional EPP documents, including records for forty candidates, were submitted on January



25, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

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

It is important to note Lamar University has opted to remove the Teacher ACP certificates in response to the items in TAC found not in compliance for the Teacher ACP route. To add the Teacher ALT certificates at a later date, the EPP will need to submit an application to add a route showing evidence of compliance to TAC, including alignment to the curriculum standards.

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 met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to Lamar University's programs. The legal authority's participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- Lamar has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- Lamar submitted the Status Report for the EPP Review on January 11, 2021, as required. [19 TAC §228.10(b)(1)]
- Lamar has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 11, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (Compliance Plan)

- None

Recommendations

- None

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



COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- Lamar has informed applicants of the required information about the EPP. Admission requirements were found on the website for each program. EPP completion requirements were found in candidate handbooks. The effects of supply and demand were found on the website. The performance of the EPP over time for the past five years was found on the website. [19 TAC §227.1(c)(1-3)]
- Lamar has informed applicants and candidates about the required information regarding criminal history. The information was found on each program's website and in the College of Education and Human Development Educator Preparation Handbook. The Educator Preparation Handbook is provided to and available for all certificate classes. [19 TAC §227.1(d)]
- A total of forty candidate records were reviewed for admission requirements. They included five (5) undergraduate teacher records, five (5) alternative certification program (ACP) teacher records, and thirty non-teacher records. The non-teacher records included ten PB Principal records, five (5) PB Superintendent records, five (5) PB School Counselor records, and five (5) PB Educational Diagnostician records, and five (5) ACP Educational Diagnostician records.
- All candidate records met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled at the time of admission. All five (5) ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. Twenty-nine out of thirty non-teacher candidates held the required degree at the time of admission. Nine out of ten Principal candidates held the minimum of a bachelor's degree at admission. All five (5) Superintendent candidates held a master's degree at admission. All five (5) School Counselor candidates held a bachelor's degree at the time of admissions. Five (5) ACP Educational Diagnostician candidates held a master's degree and bachelor's degree at the time of admissions. Five (5) PB Educational Diagnostician candidates held a bachelor's degree at the time of admissions. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate's GPA range was 2.21-3.96. The program requirement for teacher admission is 2.75. The Principal GPA range was 2.57-4.0. The Superintendent GPA range was 2.93-3.65. The School Counselor GPA range was 2.57-4.0, and the Educational Diagnostician GPA range was 2.50-3.74. The program requirement for non-teacher admission is 2.5. The last 60 hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants must demonstrate content knowledge before admission by having twelve hours in the content area for which they are admitted, fifteen hours if the content area is math or science at a seventh-grade level or above, or pass a pre-admission content test (TX PACT) before admission. Per official transcripts, all ten teacher candidates met the semester credit hours requirement at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]



- Non-teacher records reviewed met the minimum certification and degree requirements before admission. Records reviewed included official transcripts, service records, and educator certificates. The official transcripts and service records were available for ten out of ten Principal candidates, five (5) out of five (5) Superintendent candidates, four (4) out of five (5) School Counselor candidates, and eight out of ten Educational Diagnostician candidates. All thirty non-teacher records reviewed had a valid teaching certificate. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills before admission. The five (5) undergraduate teacher applicants met the requirement with the THEA, TSI, or Accuplacer. ACP teacher candidates met the requirement with official transcripts noting a degree conferred. All non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate English language proficiency before admission. Official transcripts reflecting an undergraduate or graduate degree obtained at an accredited IHE in the United States served as evidence. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Four (4) out of five (5) ACP Teacher candidates did not have a completed screening device. All five (5) Superintendent candidates were missing the required two screening instruments with scored rubrics. All five (5) PB Teacher, ten Principals, five (5) School Counselors, and nine out of ten Educational Diagnostician candidates met the screening requirements at the time of admission. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All forty records reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- All applicants are required to be formally admitted. All Teacher, Principal, and School Counselor candidates were formally admitted through a written offer and a written or electronic acceptance. Five (5) Superintendent candidates and nine out of ten Educational Diagnostician candidates were not formally admitted. The effective date of formal admission was found in the PB Teacher records and six out of ten Principal records. All other formal admission letters did not include an effective date. All candidates were admitted before beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Compliance Plan)

- 119 TAC §227.10(a)(8) The EPP must implement procedures screening activities to determine the candidate's appropriateness for the Superintendent Certificate [19 TAC §242.5(c)]
Action: Submit two (2) screening instruments for one (1) candidate from the Superintendent class. Lamar has two successful screening instruments for Principal Candidates and an interview screen for Teacher TRAD candidates. TEA recommends implementing the Principal and Teacher TRAD screens for the Superintendent program.
- 19 TAC §227.17 An applicant must be formally admitted to an EPP



Action: Submit evidence of a formal admission offer and the acceptance for one (1) candidate in the Superintendent and Educational Diagnostician classes.

- 19 TAC §227.17(d) The offer of formal admission must include the effective date of formal admission

Action: Submit a formal admission letter, including the formal admission date, for one (1) candidate from each of the non-teacher classes: Principal, Superintendent, School Counselor, and Educational Diagnostician. Lamar has developed a template formal admission letter that has been recently implemented. TEA recommends implementing this template or a similar template consistently across all classes.

- 19 TAC §19 TAC §227.17(e) An EPP must notify TEA within seven calendar days of a candidate's formal admission

Action: Submit a formal admission letter and the acceptance for one (1) candidate from each of the Principal, School Counselor, and Educational Diagnostician programs. Review internal reporting processes and provide training to all staff reporting candidate records in ASEP to understand the reporting requirements in TAC.

Recommendations

- To ensure continuity in record keeping, admission procedures, and other related processes, consider creating a procedure manual documenting EPP processes.

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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed degree plans, syllabi, program curriculum maps, and performance-based assessments submitted and self-reported information within the Status Report to determine compliance.
- Lamar reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in course syllabi. [19 TAC §228.30(a)]
- Lamar uses assessments to measure candidate progress. [19 TAC §228.40(a)]
- Lamar's curriculum is research-based. All Teacher and Non-teacher classes included syllabi with referenced research articles used throughout coursework [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes. The Educators' Code of Ethics is taught in all Teacher courses and the following non-teacher courses: CNDV 5304, SPED 5301, EDLD 5396, and EDLD 5311.
- The five reading domains (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in the following teacher courses: READ 4305, READ 3360, READ 3390, and READ 3393. Reading instruction also includes online assessments, read-aloud presentations, case studies, and other performance-based assessments.



- Mental health, substance abuse, and youth suicide are taught in READ 4305 for teacher candidates and in the following courses for non-teacher candidates: CNDV 5390, EDLED 5371, and EDLD course modules.
- The high expectations for students in this state are taught in all Teacher coursework and the following non-teacher courses: CNDV 5304, SPED 5301, EDLD 5312, and EDLD 5352.
- The importance of building strong classroom management skills is taught in PEDG 4340 and PEDG 3300 for teacher candidates, and CNDV 5394, SPED 5303, EDLD 5396, and EDLD 5339 for non-teacher candidates.
- This state's framework for Teacher and Principal evaluations is taught in PEDG 4620 for teacher candidates and in CNDV 5394, SPED 5313, EDLD 5345, and EDLD 5352 for non-teacher candidates.
- Appropriate relationships, boundaries, and communications between educators and students are taught in PEDG 3300 for teacher candidates and the following non-teacher courses: CNDV 5394, EDLD 5345, EDLD 5352.
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in PEDG 3351 and PEDG 2331 for teacher candidates, and in CNDV 5304, EDLD 5312, EDLD 5352, and all Educational Diagnostician coursework for non-teacher candidates. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in READ 3350, READ 3393, and PEDG 2331. [19 TAC §228.30(d)(3)]
- Knowledge of students and student learning is taught in all coursework per course syllabi. Coursework includes lesson plan creation, choice board creations, TEKS emphasis, and hands-on experience through fieldwork. [19 TAC §228.30(d)(4)(B)]
- Professional practices and responsibilities are taught in PEDG 3351, PEDG 2331, and PEDG 3300. [19 TAC §228.30(d)(4)(F)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards identified in coursework in all Principal coursework per syllabi reviewed. [19 TAC §228.30(e)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- Add additional performance-based tasks and performance-based assessments to coursework for all programs.
- Include rubrics or detailed guidelines for all performance-based assessments in Teacher and non-teacher classes.
- Increase the Data-Driven Instruction (DDI) focus on teacher classes' course work.

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



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

Findings

- Lamar provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Curriculum maps, syllabi, and performance-based assessments reviewed served as evidence to show coursework is sustained, rigorous, and intensive. [19 TAC §228.35(a)(1-2)]
- Eight Teacher candidates and fifteen non-teacher candidates reached the point of standard certification. Unofficial transcripts from Lamar University served as evidence of completed coursework. [19 TAC §228.35(a)(3)]
- Lamar has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. These procedures are outlined in the EPP Handbook available on the EPP website. [19 TAC §228.35(a)(5)(A-B)]
- Lamar offers some coursework online in the various certification fields and classes. The program provided the approval documentation for the Distance Education Inventory through the Texas Higher Education Coordinating Board (THECB) Distance Education Inventory approving the EPP to offer Teacher and non-teacher courses online. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial Teacher certification earn eighteen semester credit hours meeting the required coursework and training. Teacher ALT candidates receive fifteen semester credit hours plus thirty hours of field-based experiences. This means three semester credit hours must be added to the Teacher ACP coursework. Teacher TRAD candidates receive eighteen semester credit hours plus thirty hours of field-based experiences, which meets the 300-hour coursework requirement. The Teacher ACP route does not meet the minimum required coursework hours, but the EPP has decided to remove the Teacher ACP route as previously noted. [19 TAC §228.35(b)]
- Seven teacher candidates completed field-based experiences (FBEs) before clinical teaching or internship. One (1) ACP Teacher candidate did not have FBE documentation, one (1) TRAD Teacher candidate completed less than the required thirty hours, and one (1) TRAD Teacher candidate withdrew from the EPP. The EPP provided syllabi, and transcript documentation for each record reviewed as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- One (1) ACP and three (3) TRAD Teacher candidates completed FBE's in two (2) or more settings. Five (5) Teacher candidates completed only one (1) setting for FBE's or did not have FBE documentation at all. One (1) Teacher candidate withdrew from the EPP. [19 TAC §228.35(e)(1)]
- Four (4) out of five (5) ACP Teacher candidates had no record of how FBE hours were spent, so TEA could not verify if the fifteen interactive hour requirements were met. Four (4) out of five (5) TRAD Teacher candidates met the fifteen interactive hour requirement. [19 TAC §228.35(e)(1)(A)]
- Degree plans and course syllabi served as evidence that candidates completed required coursework in specified topics and FBEs before clinical teaching or internship. [19 TAC §228.35(b)(2)]



- Candidates in the non-teacher class of certification must earn two hundred clock hours of coursework and training. Per official transcripts, eight out of ten Principal candidates, four (4) out of five (5) Superintendent candidates, four (4) out of five (5) School Counselor candidates, and all five (5) Educational Diagnostician candidates completed the two hundred required clock-hours of coursework and training. [19 TAC §228.35(c)]
- Five (5) Teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching. A progression of recommendations was noted during the review. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- All candidates in the Teacher class of certification have received coursework and training in each area of certificate sought. Candidate degree plans and transcripts served as evidence of compliance for all Teacher records reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. The candidate in the internship assignment began at the beginning of the year. Clinical teachers began clinical teaching at the start of the year, or those clinical teaching in the Spring semester experienced the start of the year in FBEs. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools or TEA-approved schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- Four (4) out of five (5) ALT Teacher candidates participated in internships. However, insufficient documentation was provided to verify each internship assignment was no less than an average of four (4) hours each day in the subject area and grade level of certification sought. [19 TAC §228.35(e)(2)(B)(iii)]
- Twenty-four non-teacher candidates completed a practicum that met the one hundred and sixty clock-hour requirement. Eight out of ten principal candidates completed the practicum, and two (2) of the Principal candidates are in the progress of completing the practicum. Three (3) out of five (5) Superintendent candidates completed their practicum with one hundred and sixty hours, and one (1) Superintendent candidate completed the practicum and met the eighty-hour minimum in place at the time due to COVID-19. Four (4) out of five (5) School Counselor candidates exceeded the one hundred and sixty-hour minimum. Eight out of ten Educational Diagnostician candidates met the one hundred sixty-hour minimum requirement. The program met the requirement as prescribed. [19 TAC §228.35(c)]
- The field supervisor used a standards-based observation instrument specific to the School Counselor certificate. The remaining programs, Principal, Superintendent, and Educational Diagnostician, did not utilize a standards-based observation instrument. The program has not met the requirement as prescribed. [19 TAC §228.35(e)(8)]



- Field supervisors and campus site supervisors did not provide recommendations to the EPP regarding candidate success in the practicum. Eight out of ten Principal candidates, all five (5) Superintendent candidates, all five (5) School Counselor candidates, and four (4) out of the five (5) Educational Diagnostician candidates did not receive a formal recommendation from their site supervisor and field supervisor. The two (2) remaining Principal candidates and the one (1) remaining Educational Diagnostician candidate did not complete the practicum experience yet and therefore are not expected to have recommendations. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or a practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Twenty-seven non-teacher candidates, five (5) clinical teacher candidates, and four (4) intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the twenty-seven site supervisors, twenty held the required credentials. The EPP was not compliant for the non-teacher classes. Of the five (5) cooperating teachers and four (4) mentor teachers, seven out of nine held the required credentials. The program did not meet the requirement for the non-teacher and Teacher classes. [19 TAC §228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]
- The EPP is responsible for providing mentor, cooperating Teacher, and site supervisor training. Two (2) out of five (5) ACP Teacher mentors/cooperating teachers and one (1) out of four (4) TRAD Teacher mentors/cooperating teachers received EPP training. One (1) of the five (5) TRAD Teacher candidates withdrew from the program and did not participate in clinical teaching or an internship. The program did not meet the requirement as prescribed for the Teacher class. All eight principal site supervisors, eight out of ten Educational Diagnostician site supervisors, all five (5) Superintendent site supervisors, and all five (5) School Counselor site supervisors had signed training agreements verifying they received EPP site supervisor training. The remaining two (2) Principal candidates were not in their practicum yet. The program met requirements as prescribed for the non-teacher classes. [19 TAC § 228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]
- Mentors, cooperating teachers, and site supervisors must receive training by the EPP within three (3) weeks of being assigned an intern, clinical Teacher, and practicum candidate, respectively. Two (2) out of five (5) ACP Teacher mentors/cooperating teachers and one (1) out of four (4) TRAD Teacher mentors/cooperating teachers received EPP training within three weeks of being assigned a candidate. Five (5) out of eight Principal site supervisors, two (2) out of five (5) Superintendent site supervisors, and four (4) out of five (5) School Counselor Site Supervisors received site supervisor training from the EPP within three (3) weeks of being assigned a candidate. None of the Educational Diagnostician site supervisors received EPP training with three (3) weeks of being assigned a candidate. The program did not meet the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]
- All candidate records reviewed that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field Supervisors must hold the required credentials appropriate for the candidate they are supervising. Nine Teacher candidate field supervisors held the required credentials.



Each teacher candidate was assigned one field supervisor, and a field supervisor supervised more than one candidate. Thirty-eight of the non-teacher candidate field supervisors held the required credentials. It is important to note many non-teacher candidates in the Principal and Superintendent class were assigned 1-3 field supervisors. The program met the requirement as prescribed. [19 TAC §228.2(16)]

- Two (2) out of four (4) ACP Teacher field supervisors and four (4) out of five (5) TRAD Teacher field supervisors were trained. All thirty-eight non-teacher field supervisors were trained. TTESS training certificates serve as evidence of compliance. [19 TAC §228.35(g) & (h)]
- Records reviewed documented that initial contact with candidates was established by field supervisors within the first three weeks of assignment for five (5) out of nine Teacher candidates. Still, there was no evidence that field supervisors made initial contact with non-teacher candidates within the first quarter of the practicum assignment. [19 TAC §228.35(g) & (h)]
- The field supervisors did not provide written feedback as required for the Teacher, Superintendent, and Educational Diagnostician classes. The Principal and School Counselor candidates received written feedback as required. [19 TAC §228.35(g) & (h)]
- School Counselor candidates received informal observations and ongoing coaching as required. Six out of ten Teacher candidates, eight out of ten Principal candidates, none of the Superintendent candidates, and eight out of ten Educational Diagnostician candidates did not receive informal observations and ongoing coaching as required. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- The School Counselor field supervisor collaborated with the required individuals. The Teacher, Principal, Superintendent, and Educational Diagnostician field supervisors did not collaborate with the required individuals. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- For each formal observation, the field supervisor must participate in an individualized pre-and post-observation conference. Seven out of nine Teacher candidates received pre-and post-observation conferences. Seven out of eight Principal candidates received a post-observation conference but not a pre-observation conference. One (1) out of five (5) Superintendent candidates and four (4) out of five (5) School Counselor candidates received a pre-and post-observation conference. None of the Educational Diagnostician candidates received pre- and post-observation conferences. The program did not meet this requirement as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Four (4) out of five (5) School Counselor candidates received the required number of observations. Eight out of ten Principal candidates, four (4) out of five (5) Superintendent candidates, and three (3) out of ten Educational Diagnostician candidates did not receive the required observations. Three (3) out of four (4) intern candidates and four (4) out of 5 clinical teaching candidates received observations that met the duration, frequency, and format. The program did not meet the requirement as prescribed. 19 TAC §228.35(g)(1-3) & (h)(1-8)]



Compliance Issues to be Addressed (See Compliance Plan)

- 19 TAC §228.35(e)(8) & (j)(2) A candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.
Action: Submit observation documentation that reflects the level of proficiency demonstrated by the candidate for one (1) candidate in each of the following classes: Principal, Superintendent, and Educational Diagnostician. Use the School Counselor observation document as a guide for creating an observation document for other non-teacher classes that captures proficiency in the corresponding standards.
- 19 TAC §228.35(e)(8)(D) & (j)(2) Formal recommendations from the site supervisor and field supervisor must be collected for each non-teacher candidate.
Action: Submit formal recommendations from the Site supervisor and the field supervisor for one (1) candidate from each of the following classes: Principal, Superintendent, School counselor, and Educational Diagnostician. Use teacher recommendation practices to develop a process to collect formal recommendations in non-teacher classes. Be sure to include an option to recommend and not recommend and a required place to explain if the not recommending option is selected.
- 19 TAC §228.2(12), §228.2 (24), and §228.2(31) Each cooperating Teacher, mentor, and site supervisor must have at least three (3) years of teaching experiences, must be an accomplished educator, as shown by student learning, and must be currently certified in the certificate category or class that matches the category or class sought by the candidate.
Action: Submit qualification documents for one (1) candidate's site supervisor for the School counselor and Educational Diagnostician classes. The Mentor Assurances form has worked well in other classes; consider implementing it in the School Counselor and Educational Diagnostician classes.
- 19 TAC §228.35(f) The EPP is responsible for providing mentor, cooperating Teacher, and/or site supervisor training.
Action: Submit evidence of mentor/cooperating teacher/site supervisor training for one (1) candidate in the traditional route for the Teacher class.
- 19 TAC §228.2(12), §228.2(24), §228.2(31) Cooperating teachers, mentors, and site supervisors must receive EPP training within three (3) weeks of being assigned to a candidate.
Action: Submit evidence of mentor/cooperating teacher/site supervisor training for one (1) candidate in each of the following classes: Principal, Superintendent, Educational Diagnostician, and Teacher TRAD.
- 19 TAC §228.35(g), §228.35(h), §228.35(j) Field Supervisor initial contact must be made within the first three (3) weeks of an internship or clinical teaching placement and within the first quarter for a practicum placement.
Action: Submit evidence of initial contact within the required timeline for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Teacher TRAD.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Each formal observation, the field supervisor must conduct a pre-observation and post-observation conference with the candidate.



Action: Submit documentation reflecting pre- and post-conferences for one (1) candidate from each of the following classes: Principal, Superintendent, and Educational Diagnostician. Consider updating observation documents to include a place to document pre- and post-observation conference information.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Each formal observation, the field supervisor must document educational practices observed during the observation.

Action: Submit observation documents reflecting that field supervisors captured educational practices during the observations for one (1) candidate in the Educational Diagnostician class.

- 19 TAC §228.35(g) & §228.35(h) A copy of written feedback should be provided to the site supervisor for non-teachers and cooperating teachers or mentors for teacher candidates for each formal observation.

Action: Submit evidence that observation documents were provided to the site supervisor assigned to one (1) candidate from each class: Superintendent and Educational Diagnostician.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Informal observations and coaching shall be provided by the field supervisor as appropriate for Teacher and non-teacher candidates.

Action: Submit evidence of informal observations and ongoing coaching for one (1) candidate from each of the following classes: Principal, Superintendent, Educational Diagnostician, and Teacher TRAD.

- 19 TAC §228.35(g) & §228.35(h) Field supervisors shall collaborate with the candidate and cooperating teacher/mentor/site supervisor through the clinical teaching/internship/practicum.

Action: Submit documentation of field supervisor collaboration with the mentor/cooperating teacher/site supervisor for one (1) candidate from each of the following classes: Superintendent, Educational Diagnostician, and Teacher TRAD.

- 19 TAC §228.35(h) & §228.35(j)(2)(C) Practicum observations must be at least 135 minutes in duration through the practicum.

Action: Submit formal observation documentation that reflects the duration of each observation for one (1) candidate in each of the following classes: Principal, Superintendent, and Educational Diagnostician.

- 19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii) During a practicum, an EPP must provide a minimum of one (1) formal observation within the first third of the practicum, one (1) formal observation within the second third of the practicum, and one (1) formal observation within the final third of the practicum.

Action: Submit observation documents that reflect the date of each observation for one (1) candidate in each of the following classes: Principal, School Counselor, and Educational Diagnostician.

Recommendations

- Review the EPP FBE requirements to guide the reflections candidates must complete and determine where there is room to increase the variety of settings required.
- Create a streamlined document that collects all FBE evidence, including reflections.



- Train field supervisors to collect daily class schedules for interns and verify the placement meets requirements and is appropriate for the certificate sought during initial contact.
- Provide training for field supervisors to norm on observation documents, including expectations for completing documentation and accurately capturing candidate proficiency.
- Consider using a field supervisor communication log or similar document and include a place for initial contact

Based on the evidence presented, Lamar University 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

- Lamar has established benchmarks to measure candidate progress. All records reviewed contained a benchmark document noting where the candidate was in the program. Lamar's benchmarking tracking document is structured to document candidate progress from program admission to standard certification. For the ten Teacher and thirty non-teacher records reviewed, a benchmark document specific to each candidate and degree progress, via an official transcript, was reviewed [19 TAC §228.40(a)]
- Lamar has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance assessment and associated rubric. [19 TAC §228.40(a)]
- Lamar uses the Lamar Proficiency Test to determine test readiness for Teacher candidates and uses a practice test for each corresponding non-teacher class to determine test readiness. Benchmark documents for thirty-seven out of forty candidates reflected candidate progress through testing requirements. Benchmark documents for three candidates showed they had not made it to the point of test approval at the time of the review. Admission dates and test approval records in ECOS provided evidence that Lamar does not grant test approval to candidates until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Lamar uses information from a variety of sources to evaluate program design and delivery. Lamar has developed an exit survey for each Teacher and non-teacher program that provides the EPP with candidate feedback for program improvements. [19 TAC §228.40(e)]
- All requested records were provided for School Counselor candidates, which is evidence that the School Counselor program meets the records retention requirement in 19 TAC §228.40. Requested records for other classes, including some admission records, observation documents, and practicum documentation, were not consistently retained, and therefore not in compliance with records retention requirements. [19 TAC §228.40(f)]



Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.40(f) The EPP did not retain admission, observation, and practicum/internship/clinical teaching documentation.
Action: Submit admission, practicum/clinical teaching/internship, and candidate completion records for one candidate from each of the following classes: Teacher TRAD, Principal, Superintendent, and Educational Diagnostician.
Review program records retention process and policies. Create a program manual that outlines expectations for records retention for each class. Consider where, how, and what records are retained.

Recommendations

- None

Based on the evidence presented, Lamar University 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 preparation period, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- The EPP secures a signed agreement of understanding and adherence to the Educators' Code of Ethics from each candidate. Agreements were identified in thirty-seven out of forty records reviewed across all classes.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. An electronically signed Code of Ethics statement served as evidence of compliance.

Compliance Issues to be Addressed (see Compliance Plan)

- None

Recommendations

- None

Based on the evidence presented, Lamar is in compliance with 19 TAC §228.50 - Professional Conduct.



COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- The Lamar complaints process is on file at TEA, is posted on the website and at the Lamar EPP office, and is available to candidates in handout form. Lamar meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

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

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

Findings

- Teacher candidates have met degree requirements for certification. Eight out of ten teacher candidates who reached certification held a bachelor's degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- Three (3) Teacher candidates were issued a probationary certificate, and one (1) Teacher candidate was issued an intern certificate. The four (4) candidates met the pre-service requirements before the issuance of their certificates. The eight Teacher candidates who reached the standard certification point, including the candidates issued a probationary or intern certificate, met all coursework requirements before recommendation. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Three (3) Principal candidates reached the point of standard certification. All three (3) candidates met degree and years of service requirements per their official transcripts and service records, respectively.
- Three (3) Superintendent candidates reached the point of standard certification. All three (3) candidates had official transcripts and met degree requirements before standard certification.
- Three (3) School Counselor candidates and four Educational Diagnostician candidates reached the point of standard certification. All met the degree requirements and service requirements before standard certification. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal and School Counselor candidates are required to hold a valid teaching certificate. All ten Principal candidates and all ten Educational Diagnostician candidates held valid teaching certificates at the time of admission and standard certification. The program has met the prescribed requirements [19 TAC §241.20; 19 TAC §241.60]



- Superintendent candidates must hold a valid principal certificate or the required managerial experience when recommended for standard certification. All five (5) Superintendent candidates held valid principal certificates. [19 TAC §242.20]

Compliance Issues to be Addressed (see Compliance Plan)

- None

Recommendations

- None

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

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

Findings

- Lamar met all deadlines for reporting data to TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- Seven out of ten Teacher candidate records reviewed contained a formal offer of admission letter that did not correspond to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- Twenty-nine out of thirty non-teacher formal admission records included formal admission dates that did not match the formal admission date in ASEP. [19 TAC §229.3(f)(1)]
- Five (5) out of ten Teacher candidate records reviewed contained an admission GPA that did not correspond to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program did not meet the prescribed requirement. [19 TAC §229.3(f)(1)(7)]
- Eighteen out of thirty non-teacher records contained a GPA that did not correspond to the GPA reported. [19 TAC §229.3(f)(1)(7)]
- Five (5) out of eight Teacher observations and durations reported accurately to ASEP. [19 TAC §229.3(f)(1)(1)]
- For nine out of ten Teacher candidate records reviewed, the number of subject-specific semester credit hours in transcripts did not correspond with the semester credit hours reported to TEA during annual reporting for the year. [19 TAC §227.10(4)(A) and (B)]
- Educational Diagnostician PB candidates for 2020-2021 were all reported as Other Enrolled in the SPED EC-12 certificate category in the PB certification route on the program's Finisher Record List. It is important to note this issue is due to a system error being looked into. One (1) Principal candidate is on the Finisher Record List for Principal EC-12 PB for 2020-2021. The Principal EC-12 certificate is no longer available. Four (4) Principal candidates are on the Finisher Record List as PB candidates when they should be on the Finisher Record List as ACP candidates. Five (5) Superintendent candidates are on the Finisher Record list as PB when they should all be on the Finisher Record List as ACP candidates.



Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §229.3(a), 19 TAC §229.3(f)(1), and [19 TAC §229.3\(f\)\(1\)](#) EPPs must provide data for all candidates

Action: Submit admission, practicum/clinical teaching/internship, and candidate completion records for one candidate from each of the following classes: Teacher TRAD, Principal, Superintendent, School Counselor, and Educational Diagnostician. TEA will verify the candidate's information has been reported in ECOS accurately.

Recommendations

- Report Teacher and non-teacher observations as they occur throughout the reporting year. Note: observations for non-teachers must be reported in ASEP effective starting in the 2019-2020 reporting year.
- As a part of field supervisor local training, stress the importance of accurately recording observation dates and times. That way, when it is time to report the data, it can be easily transferred to ASEP.

Based on the evidence presented, Lamar University is not 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 issuance of the Core EC-6 with Science of Teaching Reading certificate is in process. December 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 December 2022. Teacher programs should inform candidates of these important deadlines to ensure that they meet all requirements and can be standard



certified using the 291 exam if applicable. Begin approving the 391 exam for all new testers.

- 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 AII EPPS

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

SUMMARY

The Compliance Plan was created collaboratively with the Lamar University staff.

"I have reviewed the EPP Report and agree that all required corrections will be made on or before May 28, 2021."

Signature of Legal Authority

Date



Printed Name of Legal Authority

Date