



2020 – 2021 Continuing Approval Review Report Southwestern Adventist University

PURPOSE

Texas Education Agency (TEA) Education Specialist, Emily Carrizalez, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for the Southwestern Adventist University (SWAU) on June 1, 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...". Dr. Marcel Sargeant was identified as the program's Legal Authority, and Dr. Cheryl The was identified as the primary EPP contact for the review process. SWAU was approved as an EPP on January 8, 1972. The EPP was rated Accredited – Probation (year one) for 2018-2019 and was rated Not Rated: Declared State of Disaster for 2019-2020. The risk level was Stage 3 (low). The EPP reported 17 finishers for the 2018-2019 reporting year and 15 finishers for 2019-2020.

At the time of the review, SWAU was approved to certify candidates in the Teacher class. The EPP is approved to offer the undergraduate (UG) and alternative certification program (ACP) route 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 for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five (5) -year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with 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 Next Steps 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 was Dr. Cheryl The.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on April 12, 2021. Additional EPP documents, including records for 10 candidates, were submitted on April 26, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data 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” 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.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA reviewed Governance documents and relied on self-reported information contained within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to SWAU’s Teacher program. [19 TAC §228.20(c)]
- SWAU has a published calendar of activities for each of its Teacher UG and Teacher ACP programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- SWAU submitted the Status Report for the EPP Review on April 12, 2021, as required. [19 TAC §228.10(b)(1)]
- SWAU has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (see Next Steps)

- None

Guidance for Addressing Compliance Items

- None

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

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- SWAU has informed applicants of the required information about the EPP. Admission requirements were found in the Teacher Candidate Handbook on page three (3). EPP completion requirements were found in candidate handbooks. The effects of supply and demand were found in the Teacher Candidate Handbook on page 8. The performance of the EPP over time for the past five (5) years was found in the Teacher Candidate Handbook on page four (4). The effect of supply and demand forces on the educator



workforce in Texas were available in the Teacher Candidate Handbook on page 6. [19 TAC §227.1(c)(1-3)]

- SWAU has informed applicants and candidates about the required information regarding criminal history. The information was found in the Teacher Candidate Handbook on page three (3). [19 TAC §227.1(d)]
- A total of 10 files were reviewed for admission requirements. They included five (5) undergraduate Teacher records and five (5) alternative certification program (ACP) Teacher records. All 10 records met the required institution of higher education (IHE) enrollment or degree requirements. All five (5) 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. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- All 10 candidates met the minimum GPA requirement for admission. The Teacher candidate GPA range was 2.75-3.90. The program requirement for Teacher admission is 3.0. Of the Teacher candidates, 9 out of 10 candidates met the EPPs minimum GPA requirement of 3.0. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A) and 19 TAC §227.10(a)(9)]
- 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 7 or above, or pass a pre-admission content test (TX PACT) before admission. Eight out of 10 candidates met the requirement. Two (2) candidates did not. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills before admission. Four (4) out of five (5) undergraduate Teacher applicants met the requirement with TSI scores. All five (5) ACP Teacher candidates met the requirement with official transcripts noting a degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. All five (5) UG candidates met the English language proficiency requirements per SWAU requirements, and all five (5) ACP candidates met the requirement per their conferred bachelor's degrees from the United States. The EPP 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. SWAU uses the Technical Standards and Professional Dispositions EPP form as a screening instrument. This form includes a rubric with an 80% cut score required for admissions. Eight out of 10 candidates had a completed screening instrument available in their records. Two (2) out of 10 candidates had insufficient screening records available for review. The program met the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 10 candidate records reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- All applicants are required to be formally admitted. Eight out of 10 candidates were formally admitted to the EPP. The written offer of admission from the EPP and the candidate's written acceptance served as evidence. Two (2) out of 10 candidates were admitted before March 1, 2016, when the formal admission requirements were not yet effective. The effective date of formal admission was found in the letters for all 10



records reviewed. All 10 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]

- Eight out of 10 candidates were reported to TEA, and 8 out of 10 candidates were not reported to TEA within 7-days of their formal admission date. This requirement in TAC was not effective until January 1, 2017, and two (2) out of 10 candidates were admitted before January 1, 2017. The program did not meet the requirement as prescribed. [19 TAC §227.17(e)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §227.17(e)
Action: Submit the formal admission letter of one (1) candidate from the Teacher class. TEA will use the admission letter and records in ECOS to verify the candidate's admission was uploaded within 7 calendar days; Or submit a written explanation of the processes and updates the EPP has made to report candidate admissions within 7 calendar days. Be sure to include a sample admission letter and the implementation date.

Guidance for Addressing Compliance Items

- When selecting a candidate's formal admission record, be sure to select a date that allows the candidate plenty of time to inform the EPP of their acceptance of the offer and allows the EPP at least 7-days to report the admission to TEA.

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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed Curriculum documents and relied on self-reported information contained within the Status Report to determine compliance.
- SWAU reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. Alignment to the standards was also evident when reviewing the alignment charts for educator standards. [19 TAC §228.30(a)]
- SWAU curriculum is research-based. Per the Status Report, SWAU has used scientifically based research to ensure educator effectiveness. Most recently, they have used International Literacy Association – The Science of Teaching Reading resources, the Role of Phonics During Literacy Instruction resources, International Dyslexia Association resources, The Science of Reading and Comprehension resources from Nell Duke at the University of Michigan, and Words Their Way (2019) by Bear et al. [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 EDUC 418 Legal Foundations, EDUC 436 Classroom Management, and EDUC 312 Educational Psych.
 - Mental health, substance abuse, and youth suicide are required seminars for seniors and ACP candidates through Region 11 ESC and are not included in an SWAU course.
 - Dyslexia Instruction is included in EDUC 382 Reading in the Elementary, EDUC 424 Language Arts in the Elementary, and EDUC 450 Secondary Methods.
 - The skills educators must possess and the responsibilities they are required to accept are taught in EDUC 310 Teaching ELLs and EDUC 436 Classroom Management, EDUC 254 Intro to Teaching.
 - The importance of building strong classroom management skills is taught in EDUC 254 Intro to Teaching, EDUC 362 Kindergarten Methods, and Materials, and EDUC 436 Classroom Management.
 - The framework in this state for Teacher and Principal evaluations is taught in EDUC 434 Classroom Assessment.
 - Appropriate relationships, boundaries, and communications between educators and students are taught in EDUC 254 Intro to Teaching, EDUC 418 Legal Foundations, and EDUC 435 Classroom Management.
 - Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in EDUC 350 Digital Literacy.
 - English language proficiency standards are covered in EDUC 310 Teaching ELLs.
 - Reading Instruction is included in EDUC 310 Teaching ELLs, EDUC 364 Kindergarten Methods, EDUC 375 Children's Literature, EDUC 382 Reading in Elementary School, and EDUC 424 Language Arts Essentials.
 - [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- The PK Guidelines are taught in EDUC 364 Kindergarten Methods for certificates that include early childhood education and prekindergarten. [19 TAC §228.30(d)(3)]

Compliance Issues to be Addressed (see Next Steps)

- None

Guidance for Addressing Compliance Items

- None

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

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

Findings

- SWAU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Course syllabi, materials, and alignment charts served as evidence. [19 TAC §228.35(a)(1-2)]



- Six out of 10 Teacher candidates reached the point of standard certification. All 6 candidates completed the EPP per their degree plan and transcripts before certification. [19 TAC §228.35(a)(3)]
- SWAU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The SWAU Catalog includes the university policy for accepting military service for coursework. SWAU EPP follows the university policy. [19 TAC §228.35(a)(5)(A-B)]
- SWAU offers some coursework online in the various certification fields. The program provided a SACSCOC accreditation letter verifying their approval to offer coursework through distance education. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial Teacher certification exceed the 300 clock hours of coursework and training. Per official transcripts, 7 out of 10 candidates exceeded 300 hours of coursework, and three (3) out of 10 candidates have either withdrawn from the EPP or are still completing coursework. [19 TAC §228.35(b)]
- Teacher candidates must complete field-based experiences (FBEs) before clinical teaching or internship. Out of the 10 candidates, 8 made it to FBEs, and 7 out of 8 completed the 30-hour requirement per FBE observation logs. The EPP provided FBE observation logs as evidence that the candidates completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- All 8 candidates experienced a variety of settings (2-3) for their FBEs. Per EPP course syllabi, candidates must complete at least 15 hours of interactive FBE where they are teaching lessons and working with small groups. All 8 candidates met this requirement. SWAU has updated their FBE documentation to include a space to differentiate hours completed as an observation and hours that are interactive. [19 TAC §228.35(e)(1)(A) and 19 TAC §228.35(e)(1)]
- Of the 7 candidates that reached an internship or clinical teaching, all 7 completed required coursework in specified topics and FBEs before clinical teaching or internship. [19 TAC §228.35(b)(2)]
- Six Teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. All 6 candidate assignments corresponded with their initial certification according to records in the Educator Certification Online System (ECOS) and placement information. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. Five (5) out of 6 candidates demonstrated proficiency in each of the educator standards per observation documents provided. [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)]
- Clinical teaching candidates must complete at least 70 full days or 140 half days during their clinical teaching assignment. Insufficient documentation was provided for all 6 clinical teaching candidates, so TEA could not verify that the clinical teaching candidates completed 70 full days of clinical teaching. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]
- The field supervisor and cooperating teachers must provide recommendations to the EPP regarding candidate success in clinical teaching. Insufficient documentation was



provided on candidate recommendations, so TEA could not verify the recommendations for standard certification for five (5) out of the 6 clinical teaching candidates. One (1) out of the 6 candidates completed their clinical teaching before the required effective date in TAC, December 20, 2018. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]

- 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. Five (5) out of the 6 clinical teachers experienced the start of the year in FBEs. Insufficient evidence provided for one (1) candidate. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in TEA-approved locations verified by statement of eligibilities and placement documentation provided. [19 TAC §228.35(e)(6)]
- One (1) candidate reviewed participated in an internship. The candidate's intern assignment matched the certificate area they were pursuing per ECOS records and placement records. [19 TAC §228.35(e)(2)(B)]
- The intern candidate held an intern certificate throughout their internship. [19 TAC §228.35(e)(2)(B)(iv)]
- Per observation documents, the one (1) intern candidate demonstrated proficiency in the educator standards. [19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisors and campus administrators must provide recommendations to the EPP regarding candidate success in their internship. Insufficient documentation was provided on candidate recommendations, so TEA could not verify the recommendation for standard certification for the one (1) intern candidate. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- All candidates placed in clinical teaching or internship were assigned to a cooperating teacher or mentor as applicable. Six clinical teacher candidates and one (1) intern candidate made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the 6 cooperating teachers and one (1) mentor teacher, 6 out of 7 held the required credentials. The program met the requirements as prescribed. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Training is required for cooperating teachers and mentors within three weeks of assignment to the candidate. EPP cooperating teacher and mentor training was provided for three (3) out of 7 Teacher candidate records reviewed. The program did not meet the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All 7 candidate records reviewed that reached the point of clinical teaching and internship were assigned to a field supervisor. The program met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors are required to hold the required credentials appropriate for the candidate supervised. All three (3) of the Teacher candidate field supervisors held the required credentials. Certificate records and resumes served as evidence. The program met the requirement as prescribed. [19 TAC §228.2(16)]



- All Teacher field supervisors were trained. TEA-approved observation training certificates served as evidence of compliance. [19 TAC §228.35(g) & (h)]
- All 7 candidate records reviewed contained a first contact within the first three (3) weeks of assignment for Teacher candidates. The field supervisors provided written feedback as required. Per observation documents, all cooperating teachers and mentors received written feedback as required. The program met the requirement as prescribed. The field supervisor collaborated with the required individuals for 6 out of 7 Teacher candidates. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Documentation showing evidence of pre- and post-observation conferences was not available for all 7 candidates. The EPP did not meet the 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. All 7 candidates received formal observations that were at least 45 minutes in duration per candidate observation records. All 7 candidates received formal observations that met the frequency requirement per candidate observation records. The one (1) intern candidate received three (3) observations in the first half of their internship and two (2) observations in the second half of their internship assignment per observation records. Three (3) out of the 6 clinical teaching candidates received a formal observation during the first, second, and third third of their experience. Three (3) out of the 6 clinical teaching candidates met the observation requirements under the COVID-19 allowances. The program met the requirement as prescribed. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.35(e)(2)(A)(i)
Action: Submit a written explanation of the processes and updates the EPP has made to track and verify a candidate's completion of their clinical teaching experience (70 full days). Be sure to include any relevant documents and the implementation date.
- 19 TAC §228.35(e)(2)(A)(iii)
Action: Submit a written explanation of the processes and updates the EPP has made to collect and verify a recommendation for standard certification from all field supervisors and mentors or cooperating teachers. Be sure to include any relevant documents and the implementation date.
- 19 TAC §228.35(e)(2)(B)(vii)
Action: Submit a written explanation of the processes and updates the EPP has made to collect and verify a recommendation for standard certification from all field supervisors and mentors or cooperating teachers. Be sure to include any relevant documents and the implementation date.
- 19 TAC §228.35(e)(2)(B)
Action: Submit a written explanation of the processes and updates the EPP has made to track and verify a candidate's completion of their full-year internship. Be sure to include any relevant documents and the implementation date.
- 19 TAC §228.35(f)
Action: Submit evidence of cooperating teacher/mentor training for the cooperating teacher of one (1) candidate. Be sure to include the training provided, the date training



was provided, and the cooperating teacher information; Or submit a written explanation of the processes and updates the EPP has made to provide, collect, and verify the training for mentors and cooperating teachers. Be sure to include any relevant documents and the implementation date.

- 19 TAC §228.2(12), §228.2(24)
Action: Submit evidence cooperating teacher/mentor training occurred within three weeks of being assigned a candidate for one (1) clinical teaching candidate. Be sure to include the candidate's cooperating teacher information, evidence of training with date, and start date of the clinical teaching experience. Or submit a written explanation of the processes and updates the EPP has made to ensure the training for mentors and cooperating teachers took place within three weeks of being assigned a clinical teacher/intern.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit observation documents for one (1) candidate showing evidence of a pre- and post-conference; Or submit a written explanation of the processes and updates the EPP has made to ensure each observation includes a pre- and post-conference with the field supervisor. Be sure to include any relevant documents and the implementation date.

Guidance for Addressing Compliance Items

- Consider the process SWAU uses for collecting candidate attendance during their clinical teaching and internship experiences and determine an efficient and effective method for retaining the attendance records in each candidate record.
- Consider adding a signature and formal recommendation space on the candidate exit interviews conducted by the candidate, field supervisor, and campus administrator or cooperating teacher.
- Consider current mentor and cooperating training processes to help determine an efficient method for collecting verification of attendees at each training. Consider an email read receipt, a Zoom attendee list for virtual training, or a sign-in sheet for face-to-face training.
- Consider adding a space to the observation instrument to document the location, format, date, time, and discussion topics for pre- and post-observation conferences.

Based on the evidence presented, SWAU 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

- SWAU has established benchmarks to measure candidate progress. Eight out of the 10 candidate records reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed and for each Component from admission to standard certification, the benchmark document and degree progress were



provided as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.40(a)]

- Per the course materials and performance-based assessments reviewed by TEA, structured assessments were not evident throughout the EPP. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]
- SWAU has processes in place to ensure that candidates are prepared to be successful in their certification exams. Benchmark documents were provided for 8 out of 10 records reviewed, showing where the candidate was in the process of testing. Evidence that the EPP had advised candidates to test was also found in the candidate files reviewed. Of the 10 candidates, 7 reached the point of testing, and evidence of test readiness was provided for 6 out of 7 candidates. SWAU also does not grant test approval to any candidate until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- SWAU uses information from a variety of sources to evaluate program design and delivery. Per the Status Report, the EPP uses end-of-course surveys, feedback from mentors and cooperating teachers, and exit interviews with candidates to collect feedback and make EPP improvements based on the feedback. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for a period of five (5) years from admission to completion or withdrawal from the program for any reason. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.40(a)
Action: Submit a sample performance-based assessment with a corresponding rubric; And submit a written explanation of the updates and changes the EPP has made to establish structured assessments throughout the EPP to track a candidate's progress.

Guidance for Addressing Compliance Items

- TEA recommends reviewing the current EPP coursework and curriculum and incorporating performance-based assessments and corresponding rubrics. Doing so will not only provide candidates with more opportunities to demonstrate their knowledge, but it will also allow the EPP to assess candidate proficiency and progress better.

Based on the evidence presented, SWAU 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 Chapter 247 of this title (relating to Educators' Code of Ethics).

- Each candidate must adhere to the Texas Educator's Code of Ethics. In the form of signed Code of Ethics statements, evidence was found in 8 out of 10 candidate records reviewed.



- All associated staff and field supervisors sign a Texas Educator’s Code of Ethics annually. Signed Code of Ethics statements served as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps)

- None

Guidance for Addressing Compliance Items

- None

Based on the evidence presented, SWAU is 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 in a prominent location at the SWAU EPP physical location and the Teacher Candidate Handbook on page 6. A link to the TEA complaints process is included in the Teacher Candidate Handbook as well. The program provides the complaint policy in writing upon request. SWAU meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed (see Next Steps)

- None

Guidance for Addressing Compliance Items

- Consider updating the Teacher Candidate Handbook to include the EPP and University-level complaints process.

Based on the evidence presented, SWAU 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. A total of 6 Teacher candidates reached certification, and all 6 held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- One (1) Teacher candidate was issued an intern certificate and met the coursework and field-based experience requirements before issuance. The 6 Teacher candidates that reached the point of standard certification, which included the candidate that was issued an intern certificate, met all coursework requirements before recommendation. The official transcripts 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)]



Compliance Issues to be Addressed (see Next Steps)

- None

Guidance for Addressing Compliance Items

- None

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

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

Findings

- SWAU has submitted ASEP reports within the timeline required by TEA. The program's corrections had to be made, and they were done within the timeline required by TEA for the 18-19 and 19-20 academic year. [19 TAC §229.3(f)(1) and [Associated Graphic](#)]
- Of the 10 Teacher candidates, 8 records contained a formal offer of admission letter that corresponded to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- Of the 10 candidates, 8 records reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. [19 TAC §229.3(f)(1)(7)]
- All 10 Teacher candidate records were accurately reported for all certification areas for which they were admitted.
- Four (4) out of 7 candidate observations were misreported concerning observation times. Observation times reported to TEA should be reported as they appear on the candidate observation documents. [19 TAC §229.3(f)(1)(1)]

Compliance Issues to be Addressed (see Next Steps)

- None

Guidance for Addressing Compliance Items

- None

Based on the evidence presented, SWAU 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.



- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- 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 is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The transition from 291 Core EC-6 with STR to 391 Core EC-6 is beginning. December 2021 is the last date a candidate can test under the 291 certificate, and the last date to standard certify those candidates will be December 2022. You will want to begin reminding candidates just as you were doing for the 291 without STR to ensure that they meet all requirements and can be standard certified under that certificate. As you formally admit new EC-6 candidates, you will want to begin admitting them as 391 candidates.
- 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

- 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

Next Steps were created collaboratively with the Southwestern Adventist University staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 11, 2021.”

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**