



2017 – 2018 Continuing Approval Review Report

Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba for the Texas Woman's University Educator Preparation Program (EPP) (061502) educator preparation program (EPP) on February 26, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. Texas Woman's University was originally approved as an EPP on January 6, 1969.

Dr. Lisa Huffman, Dean, is the program Legal Authority and Dr. Gina Anderson, Back-up Legal Authority and Associate Dean of Educator Preparation and Partnerships, is the primary EPP contact for the 2017-2018 review. Texas Woman's University is approved for the following certificate classes: Teacher, Principal EC-12, School Librarian EC-12, Reading Specialist EC-12, Educational Diagnostician EC-12, Master Math 4-8 and 8-12, Master Reading EC-12, and Superintendent EC-12. Certification is offered in these routes: Undergraduate, PB, and ACP. The EPP reported 403 program finishers for the 2016-2017 reporting year and 371 finishers for 2017-2018.

Candidate records were reviewed for thirty (30) candidates from the following active certificate classes: Teacher, Principal, School Librarian, Reading Specialist, Educational Diagnostician. The results were discussed with EPP staff on March 6, 2019. Attending from the EPP were: Dr. Huffman, Dr. Anderson, and Brandon Bush, Director of Educator Preparation Services.

Results

1. Admission requirements as identified in 19 TAC Chapters 227, 239, and 241 were reviewed.

Ten (10) teacher files, five (5) undergraduate and five (5) post-baccalaureate, files were reviewed for admission requirements. All ten (10) files reviewed contained an admit date in the Educator Certification Online System (ECOS) that matched exactly the formal offer of admission letter. Eight (8) out of ten (10) candidates were found on a GPA spreadsheet for the year for which they were admitted and two (2) candidates were not found on a GPA spreadsheet. The program was 80% compliant. All five (5) undergraduates were admitted based on Accuplacer scores. The program was advised that the only acceptable test for admission is the TSI because effective Fall 2013, TSI was the only acceptable exam for admission. All post-baccalaureate candidates were admitted based on a degree held prior to admission. All teacher files reviewed contained an application and interview scored on a rubric with a cut score. Overall, four (4) out of ten (10) teacher candidates were accurately reported for all admission requirements. One (1) file was uploaded in ECOS for content or PPR. One (1) was admitted for Music EC-12, but uploaded as Core Subjects EC-6. One (1) file was placed on the GPA spreadsheet for having tested with the EPP for the content area, but was uploaded in ECOS as having passed the exam via the PACT route. In one (1) file, the EPP did not include the special education supplemental exam on the GPA spreadsheet for the year admitted. Two (2) files were not found at all on a GPA spreadsheet for the year admitted.



All but one of the non-teacher class files were admitted based on a degree held. The program disclosed that there were no records for that file.

Twelve (12) out of nineteen (19), 63%, non-teacher files were found on a GPA spreadsheet for the year that they were admitted. File twenty (20) was never admitted to the EPP and no records exist for that file. Seven (7) candidates were not found on a GPA spreadsheet for the year that they were admitted.

Seventeen (17) out of nineteen (19) files reviewed, 89%, contained an admit date in ECOS that corresponded to the admit date on the formal offer of admission letter. It is important to note that six (6) of those files were admitted prior to the adoption of 19 TAC §227.17 and their admit dates in the formal offer of admission were listed as the season admitted, Fall or Spring. One of those files was "provisionally admitted". The program was advised that candidates are formally admitted, per 19 TAC §227.17, or contingently admitted pending degree conferred, per 19 TAC §227.15(a), only. Rule does not address "provisionally admitted".

All non-teacher candidates were either uploaded in ECOS as eligible to test, are approved to test, or have passed the required content exam while in the program as required.

The program provided official transcripts used for admission purposes for all teacher and non-teacher candidates as required.

All other requirements were met by all programs within the EPP and related data were accurately reported to the Texas Education Agency as required by 19 TAC §229.3.

2. A review of candidate records revealed that candidate status in all programs were reported accurately in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment. The following discrepancies were noted. The teacher class contained two candidates that were not identified with their supplemental certificates as "other enrolled" on a finisher list in the first year that they were reported, but was corrected in subsequent years. The principal and educational diagnostician classes each had one candidate that was not reported in the first year they were admitted. TEA compared the admit date in ECOS to the first year that they were reported "as other enrolled" on a finisher list and noted the discrepancy for those two candidates.
3. Candidate records for clinical teaching and practicum as required by 19 TAC Chapters 228, 239, 241, 242 were reviewed.

Six (6) teacher candidates had reached the point of clinical teaching. All, 100%, contained evidence of required field supervision during the clinical teaching assignments. There was a question about one file that was admitted in PE, but completed clinical teaching as a music candidate.

In the non-teacher classes, ten (10) candidates had reached the point of practicum. Eight (8) files, 80%, contained the required field supervision documents. Two (2) files did not contain required field supervision documents.



4. Candidate records were reviewed to verify that requirements for standard certification were met as identified in 19 TAC Chapter 230.

Six (6) teacher files reached the point of standard certification. Four (4) out of six (6), 67%, met all requirements. Two (2) files were awarded degrees after standard certification. Official transcripts were provided.

Eight (8) non-teacher candidates reached the point of standard certification. Five (5) out of eight (8), 63%, met all requirements. The other three (3) were issued a standard certification prior to issuance of a degree and did not meet requirements. Official transcripts were provided.

5. All records were maintained by the program as required.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 9/1/2019:

- Utilize TSI for admission. The TSI is the only acceptable test beginning Fall 2013. [19 TAC §4.56]
- EPP staff must accurately report candidates admitted in all certification classes by uploading candidates into the Test Approval screen in ECOS as 'Eligible' for the test required for the certificate sought using the date of admission reflected in the offer letter. Admitted candidates must be uploaded within seven calendar days of admission as required. [19 TAC §227.17(e)]
- EPP staff must accurately report all candidates admitted into all certification classes on the GPA spreadsheet for the reporting year in which admission was granted. The admission date, GPA, certificate sought, and all other data recorded on the GPA spreadsheet for each candidate must correlate with documents retained in the candidate's record and with the data entered for the candidate in the Test Approval screen in ECOS. Accurate GPA spreadsheets reflecting candidates admitted to all programs within the EPP during the specified reporting year are required to be submitted to TEA on September 15 each year. [19 TAC §229.3(f)(1)]
- Require the bachelor's degree to be conferred prior to standard certification for all teacher candidates. Require the master's degree to be conferred prior to standard certification for all non-teacher candidates. [19 TAC §230.13]
- Consider updating screening instruments as needed to more accurately determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Principal and superintendent applicants are required to have screening activities.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.



“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 1, 2019”.

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**