



## **2021–2022 Continuing Approval Review Report Angelo State University**

### **PURPOSE**

Texas Education Agency (TEA) Education Specialist, Vanessa Alba conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Angelo State University on October 4-28, 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...". Dr. Scarlet Clouse, Dean, was identified as the program Legal Authority, and Ms. Wendy Sklenarik, Director and Backup Legal Authority, was identified as the primary EPP contact for the review process. The Angelo State University EPP was approved as an EPP on May 4, 1970. At the time of the review, the EPP was rated Accredited in 2018-2019 and Not Rated: Declared State of Disaster for 2019-2020 and 2020-2021. The risk level was Stage 2 (medium). The EPP reported 306 finishers for the 2019-2020 reporting year and 377 finishers for 2020-2021.

At the time of the review, Angelo State University (ASU) was approved to certify candidates in the following classes: Teacher, Principal as Instructional Leader (PIL), Superintendent, School Counselor, and Reading Specialist. It was noted that the Reading Specialist program is currently inactive, and the alternative certification program (ACP) route was inactive in all programs, except the School Counselor program. The EPP is approved to offer the undergraduate (U), alternative certification program (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 the Texas Administrative Code (TAC) required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "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. Next Steps were 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 Dr. Scarlett Clouse and Mrs. Wendy Sklenarik.

### **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 September



20, 2021. Additional EPP documents, including records for 26 candidates as follows: five UG Teacher, five PB Teacher, five PB Principal, five PB Superintendent, five PB School Counselor, and one ACP School Counselor were submitted on October 4, 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, informing members of their roles and responsibilities, and meeting frequency met requirements. TEA found that the program was using an older version of the advisory committee training. ASU provided the advisory committee with an EPP overview from each department within the College of Education to all members in 2019-2020. The program also sent an email dated February 16, 2021, with advisory committee information. That email contained an overview of each program within the College of Education with a feedback survey link for members to provide feedback. A follow-up email was sent on March 30, 2021, with information specific to the principal program based on the feedback received about that program. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for the ASU programs. The legal authority’s participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- On January 25, 2017, ASU moved to an online format for coursework for initial Teacher PB/ACP certification and a program amendment letter was submitted and is on file at TEA. TEA also verified with the Texas Higher Education Coordinating Board (THECB) that ASU is offered online. [19 TAC §228.20(e)]
- ASU has a published calendar of activities for each of its programs. Each calendar listed deadlines to apply, requirements for certificate issuance, and requirements for program completion. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- ASU submitted the Status Report for the EPP Review on September 20, 2021, as required. [19 TAC §228.10(b)(1)]



- ASU has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 17, 2013. The application is on file with TEA. [19 TAC §228.10(c)]
- ASU has a published exit policy for dismissal of candidates for all programs. The withdrawal and exit policy is found in Candidate Handbooks. It was found on pp. 11-12 of the Teacher Handbook, on pp. 12-13 of the Principal/Superintendent Handbook, and pp. 14-15 of the School Counselor Handbook. [19 TAC §228.20(h)]

### **Compliance Issues to be Addressed**

- None.

### **Recommendations**

- Consider utilizing the most current updated TEA Advisory Committee Training PowerPoint to train members yearly.

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

## **COMPONENT II: ADMISSION - 19 TAC Chapter 227**

### **Findings**

- ASU has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. It was also found in admission material and handbooks for all programs. The program met the requirement as prescribed. [19 TAC §227.1(b), (d)]
- ASU has informed applicants of the required information about the EPP. Admission and completion requirements were found on the website for each program. The information was also found in candidate handbooks. The effects of supply and demand on the educator workforce were found on the website. The performance of the EPP over time for the past five years was found on the website. The program met the requirement as prescribed. [19 TAC §227.1(c)(1-3)]
- A total of 26 files were reviewed for admission requirements. They included five undergraduate Teacher files, five post-baccalaureate (PB) Teacher files, five PB Principal files, five Superintendent PB files, one School Counselor alternative certification program (ACP) file, and five School Counselor PB files.
- All ten Teacher files showed that the program met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled at the time of admission. All PB Teacher candidates held the minimum of a bachelor's degree at the time of admission. All five PB Principal candidates held a bachelor's degree at admission. All five Superintendent candidates held a master's degree at the time of admission. The School Counselor ACP candidate was admitted prior to the requirement of a 48-hour master's in counseling went into effect and the candidate held a master's degree at the time of admission. All five PB School Counselor candidates held a bachelor's degree at the time of admission. Transcripts noting bachelor's or master's degrees held served as evidence of compliance. The program



met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC § 241.5(a); 19 TAC §241.45(a); 19 TAC §242.5(a); 19 TAC §239.5(a)(1)]

- Candidates have met the minimum GPA requirement for admission. Per the website, all applicants must have a 2.75 GPA to be admitted to ASU. The ten UG/PB Teacher candidate GPA range was 2.43-3.92. Only one candidate was admitted with less than a 2.75 GPA and that candidate had a 2.43 GPA. The Principal GPA range for the five files reviewed was 2.92-3.31. The Superintendent GPA range for the five files reviewed was 2.56-3.66. Only one Superintendent candidate did not meet the EPP's requirement, and that candidate was admitted in 2015-2016, prior to the 2.75 GPA requirement's implementation date. The School Counselor GPA range for the six files reviewed was 2.77-3.72. Transcripts were used as evidence for all files reviewed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- One Teacher candidate was admitted with less than a 2.5 GPA. There was testing evidence that the candidate passed a pre-admission content test (PACT) prior to admission, but there was no evidence in the form of documentation and description of the extraordinary circumstance from the program director provided that the work, business, or career experience demonstrated the equivalent of a 2.5 GPA. The program submitted additional evidence for a process for admission of candidates with less than a 2.5 GPA to the Teacher PB program, but no evidence for the identified candidate. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(3)(B)]
- Teacher applicants are required to demonstrate content knowledge prior to 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) prior to admission. Nine out of ten candidate files (90%) reviewed represented that the program met the requirement. Transcripts had content hours identified and the number of hours that the program entered into the Educator Certification Online System (ECOS) corresponded to what was identified on the transcript. One candidate was admitted prior to when the requirement went into place and content hours were not reported on GPA spreadsheets submitted by EPPs at that time. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- If an applicant has not met the minimum certification, degree, and/or experience requirement(s) for issuance of a standard certificate prior to admission, the EPP is required to inform the applicant in writing of any deficiency prior to admission. This requirement is applicable to all non-teacher certificates, and in the case of ASU: Principal, Superintendent, and School Counselor programs. Principal and School Counselor applicants are required to hold a bachelor's degree and have two years of teaching experience. Superintendent applicants are required to hold a master's degree at admission. All Principal and School Counselor files reviewed contained transcripts noting a bachelor's degree conferred. The years of service as a teacher as determined by a service record was the area that is applicable to Principal and School Counselor candidate files reviewed. Two out of five (40%) Principal files reviewed contained evidence of an official service record noting more than two years of experience as a teacher. Those with less than two years of experience did not contain a deficiency letter in their file. Five out of six (83%) School Counselor files reviewed contained evidence of an official service record noting more than two years of experience as a teacher. Those



with less than two years of experience did not contain a deficiency letter in their file. While Superintendent applicants are not required to have a service record noting teacher experience, they are required to hold a master's degree at the time of admission. All five Superintendent files contained transcripts with evidence of a master's degree at admission. The program did not meet the requirement for the Principal program but did meet the requirement for the Superintendent and School Counselor programs. [19 TAC §227.10(a)(5)]

- Applicants must demonstrate basic skills prior to admission. The five UG Teacher candidates reviewed met the requirement with the SAT or ACT. The five PB Teacher candidates reviewed met the requirement with the bachelor's degree conferred. The five PB Principal candidates and six ACP/PB School Counselor candidates reviewed all met the requirement with the bachelor's degree conferred. The five Superintendent candidates reviewed met the requirement with both the bachelor's and master's degrees conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. All 26 files reviewed, Teacher PB/UG, Principal, Superintendent, and School Counselor, met the requirement with official transcripts and degrees from the US. There were no out-of-country candidate files reviewed. [19 TAC §227.10(a)(7)]
- All applicants must submit an application. All ten Teacher UG/PB files reviewed contained evidence of an application. All five Principal files reviewed contained evidence of an application. All five Superintendent files reviewed contained evidence of an application. All six ACP/PB School Counselor files reviewed contained evidence of an application. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- An applicant must participate in either an interview or other screening instrument to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certificate sought. Principal and Superintendent applicants must have two or more screens. The program did not provide an interview or screening instrument for the ten UG/PB Teacher files reviewed. The program provided only the rubric and essay prompts, but not the actual screens for the five UG Teacher files reviewed. The program provided a checklist for admission noting admission items submitted for the five PB Teacher candidates, but it was not a screen. For the five PB Principal files and five PB Superintendent files reviewed, the program did not provide the interview or screens used for admission. For the six ACP/PB School Counselor files reviewed, the program did not provide the interview or screen used for any files reviewed. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5(c); 19 TAC §242.5(c)]
- Per the ASU website, Teacher applicants may be required to provide a statement of purpose, letters of recommendation, and/or a writing sample. The essay and three questions as a writing sample were an additional requirement for all teacher applicants, but the documentation was not provided for any of the ten Teacher UG/PB files reviewed. The program did not meet the additional requirement for admission as prescribed. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. All Teacher UG candidate files reviewed did not contain evidence that they were formally admitted. All five Teacher PB candidate files reviewed contained a written formal offer of admission and a dated



admission acceptance letter signed by the candidate. All five PB Principal files reviewed contained a written formal offer of admission and a dated admission acceptance letter signed by the candidate. Two out of four (50%) of the Superintendent files reviewed contained a written formal offer of admission and a dated admission acceptance letter signed by the candidate. All six of the School Counselor files reviewed contained a written formal offer of admission and a dated admission acceptance letter signed by the candidate. The effective date of formal admission was found in the letters for the files reviewed. 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 for the Teacher PB, Principal PB, and School Counselor programs, but not for the Teacher UG or Superintendent programs. [19 TAC §227.17(b-d)]

- Effective January 1, 2017, an EPP must notify TEA within seven calendar days of a candidate's formal admission. This is done by the EPP via upload into ECOS via the Accountability System for Educator Preparation (ASEP) menu. In the Teacher UG/PB programs, four out of eight (50%) candidates were uploaded into ECOS within seven days of their formal admission and the other two candidates were admitted prior to the requirement's effective date. Two out of five (40%) of the Principal PB candidates were uploaded into ECOS within seven days of their formal admission. All five Superintendent candidates (100%) were uploaded within seven days of their formal admission. Three out of six (50%) School Counselor PB/ACP candidates were uploaded within seven days of their formal admission. The program met the requirement for the Superintendent program, but not for the Teacher UG/PB, Principal, and School Counselor programs. [19 TAC §227.17(e)]
- All candidates in all programs were admitted prior to beginning coursework and training as required. Coursework records, degree plans, and the testing history in each file reviewed served as evidence of compliance. [19 TAC §227.17(f)]
- The overall GPA of each incoming class admitted between September 1 and August 31 of each year may not be less than 3.0 on a four-point scale. The ASU GPA met the requirement as prescribed. [19 TAC §227.19(a)]

#### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §227.10(a)(3)(B) Exception to Minimum GPA (10% Exception) an exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if: (i) documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and (ii) an applicant must pass an appropriate content certification examination. Effective 2/28/2016.  
Action: Require any applicant with less than a 2.5 GPA to meet all requirements in TAC prior to admission. Retain all evidence in each candidate file. Follow the EPP process in place for less than 2.5 GPA admissions ensuring that a reason is listed within the document provided. What ASU provided was a process for the Teacher Graduate Program and the EPP needs a similar process for all programs.



- 19 TAC §227.10(a)(5) Requirements Deficiency-If an applicant has not met the minimum certification, degree, and/or experience requirement(s) for issuance of a standard certificate prior to admission, the EPP shall inform the applicant in writing of any deficiency prior to admission. Effective 6/3/2018.  
Action: Require service records at the time of admission in order to be able to make a determination about deficiencies in the principal program. Retain the service record in each candidate file. If the candidate has a deficiency, notify the candidate in writing of the specific deficiency and what has to be completed prior to standard certification. Retain the evidence in each candidate file.
- 19 TAC § 227.10(a)(8) Screen-An applicant must participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Principal & Superintendent applicants must participate in two or more screens per 19 TAC §241.5 & §242.5.  
Action: Require a screen for all Teacher applicants (UG and PB). Require two or more screens for Principal and Superintendent applicants. Require a screen for all School Counselor applicants. Each screen must be evaluated on a rubric with a cut score to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Retain evidence of the screen(s) and rubric used for each candidate noting the score made in each candidate file.
- 19 TAC §227.10(b) Additional Requirements An EPP may adopt requirements in addition to and not in conflict with those required in this section. ASU has additional requirements for admission to its teacher programs. Currently, per the website, teacher certificate category applicants may be required to provide a statement of purpose, letters of recommendation, and/or a writing sample.  
Action: Identify what the additional requirements will be, publish them, and apply the requirements consistently. Or do not require additional admission requirements to the Teacher programs.
- 19 TAC §227.17(b-c) Formal Admission-For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10. (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. (c) For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. (d) The effective date of formal admission shall be included in the offer of formal admission. Effective 3/1/2016.  
Action: Specifically for the Teacher UG and Superintendent programs that did not meet the requirement, require a written formal offer of admission letter for each applicant that will be formally admitted. Require the effective date of admission to be contained within



the written offer of admission. Require the applicant to accept or decline that written formal offer of admission in writing. Retain all evidence in each candidate's file.

- 19 TAC §22717(e) Formal Admission: Seven Day Notice of Admission-An EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission. Effective 1/1/2017.  
Action: Specifically for the Teacher UG, Principal PB, and School Counselor PB/ACP programs that did not meet the requirement, notify the Texas Education Agency within seven calendar days of a candidate's formal admission. Upload the admission record into ASEP within seven calendar days.

### **Recommendations**

- Consider making the certification requirement of two years of teaching experience an admission requirement for all Principal and School Counselor applicants to ensure that each has the required years of experience.

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

### **COMPONENT III: CURRICULUM – 19 TAC §228.30**

#### **Findings**

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance. The certification area reviewed for the curriculum was the UG Core Subjects with Science of Teaching Reading (STR) EC-6.
- ASU 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. ASU also submitted the Core Subjects w/STR EC-6 Alignment Charts and Scope & Sequence as evidence that the curriculum was standards-based. TEKS are taught in ECH 3350 & 4350, RDG 3332, 3335, 3336, 4301, & 4303, ED 4309, 4311, and 4315. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- The curriculum must be based on scientifically-based research to ensure educator effectiveness. ASU uses the Core Subjects w/STR EC-6 standards, Language Essentials for Teachers of Reading and Spelling (LETRS) Training, and Reading Academies to place more emphasis on foundational skills and explicit instruction to ensure candidates know how all components tie together. ASU has revised a Geology course based on an analysis of Core Subjects EC-6 TExES scores. ASU reported that its EC-6 candidates were taking a basic Physical Geology class and after further review of the content in the class, it was found that much of the material that the candidates needed to have was either not taught, or was only slightly addressed in the course. The Geology Department did make an effort to improve the course and scores did improve slightly to 65.5%, 61%, 57%, and 51% respectively. A further round of discussions was held, and it was decided by the Geology Department that they would write an Earth Science online class that was more directed to what the ASU Core Subjects/STR EC-6





students needed to know, based on the TEKS and the TExES competencies. ASU has revised all of its Principal program coursework to align with the new 268 & 368 TExES exams based on the updated standards for the Principal as Instructional Leader (PIL) EC-12 certificate. The program has used the work of Bambrick-Santoyo, P. (2016) *Get Better Faster: A 90 Day Plan for Coaching New Teachers*, John Wiley & Sons, the “Effective Schools Framework” by TEA, and the work of Sinek, S. (2011). *Start with Why How Great Leaders Inspire Everyone to Take Action*, Penguin Books, Ltd. as the foundation for the curriculum changes. After researching best practices for School Counselor candidates to gain clock-hours in the field (with the program coordinator for professional School Counseling), ASU has grounded the Master Scenario Events List (MSEL) coursework and assignments in Kolb's (1984) experiential learning cycle, which helps conceptualize how candidates are able to fully immerse in a transformative learning experience based on the work of Kolb, D. A. (1984), *Experiential learning: Experience as the source of learning and development*, Prentice-Hall, Inc., Englewood Cliffs, N.J. In addition, ASU uses the American School Counseling Association (ASCA) standards and competencies, the Texas Counseling Association, and various other research-based works. ASU has revised or is in the process of revising all of its courses to reflect the TExES 252 based on SBEC's updated standards/ domains. The rewrite of the courses in the School Counselor program has allowed a much stronger, much more comprehensive practicum/internship experience for all School Counselor candidates. In the Superintendent program, ASU has revised curriculum to align with the Superintendent standards in the Fall of 2020 which led to changes in four Superintendent courses. The program incorporated the work of Bambrick-Santoyo, P. (2018), *Leverage Leadership: A Principal Manager's Guide to Build Exceptional Schools Across Your District*, Jossey-Bass, and the “Effective Schools Framework” by TEA as additional books/resources in the ASU Superintendent program. The program met the requirement as prescribed. [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 as follows:
  - The Educators' Code of Ethics is taught to Teacher candidates in ECH 3350, 4350, and RDG 3335. Principal candidates receive the training in EDCT 6304, 6349, and 6399. Superintendent candidates receive the training in EDCT 6312 and 6313. School Counselor candidates receive the training in EDG 5361, 6325, and 6399. The program met the requirement as prescribed. [19 TAC §228.30(c)(1)(A-C)]
  - Instruction in the detection and education of students with dyslexia as indicated in the Texas Education Code (TEC) §21.044(b) is taught to Teacher candidates in ECH 3350, 4350, and Reading 3335. It is taught to Principal candidates in EDCT 6304, 6349, and 6399. It is taught to Superintendent candidates in EDCT 6312 and 6313. It is taught to School Counselor candidates in EDG 5361, 6325, and 6399. The program met the requirement as prescribed. [19 TAC §228.30(c)(2)]
  - Instruction in mental health, substance abuse, and youth suicide is taught to Teacher candidates using a Blackboard Module, ASK Training, and Texas Behavior Support Intervention (TBSI) Training. Principal candidates receive the



training in EDSC 6301, 6349, and 6399. Superintendent candidates receive the training in EDCT 6312, 6313, Youth Mental Health First Aid Workshops, ACT on FACTS: Making Educators Partners in Youth Suicide Prevention National Version, and ASK Certification Training. School Counselor candidates receive the training in EDG 5361, 6399, and 6325. The program met the requirement as prescribed. [19 TAC §228.30(c)(3)]

- Educator and student expectations are taught to Teacher candidates in EPSY 3303, ED 4309, 4311, 4314, and 4315. Principal candidates receive the training in EDG 6341 and EDCT 6304. Superintendent candidates receive the training in EDCT 6307. School Counselor candidates receive the training in EDG 6331 and EDSC 6301. The program met the requirement as prescribed. [19 TAC §228.30(c)(4)]
- The importance of building strong classroom management skills is taught to Teacher candidates in ECH 4350, ED 2302, SPED 2361, ED 4309, 4311, 4314, and 4315. Principal candidates receive the training in EDCT 6349 and 6399. Superintendent candidates receive the training in EDCT 6312 and 6313. School Counselor candidates do not receive instruction in this area. The program met the requirement as prescribed for all programs except the School Counselor program. [19 TAC §228.30(c)(5)]
- The framework in this state for teacher and principal evaluation is taught to Teacher candidates in ED 4315. It is taught to Principal candidates in EDG 6303 and 6341. It is taught to Superintendent candidates in EDCT 6308 and using the T-TESS and T-PSS website. It is taught to School Counselor candidates in EDG 5361, 6325, and 6399. The program met the requirement as prescribed. [19 TAC §228.30(c)(6)]
- Appropriate relationships, boundaries, and communications between educators and students are taught to Teacher candidates by an ATPE attorney in ED 2302, ECH 4350, and ED 4975. Principal candidates receive the training in EDCT 6304. Superintendent candidates receive the training in EDCT 6310. School Counselor candidates receive the training in EDG 6305 and EDSC 6302. The program met the requirement as prescribed. [19 TAC §228.30(c)(7)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed curriculum and including resources to address any deficiencies found in the digital literacy evaluation is taught to Teacher candidates in RDG 3336 but did not meet the requirements of TAC. It was noted that UG Teacher candidates are required to go thru the technology requirements needed for distance education, but there was no specific training in digital literacy. Principal and School Counselor candidates take a "Northstar" digital literacy assessment. It was provided to TEA for review. They then take a prescribed curriculum followed by a post-evaluation. Superintendent candidates do not receive instruction in the required topic. The program met the requirement as prescribed for Principal and School Counselor programs, but did not for Teacher and Superintendent programs. [19 TAC §228.30(c)(8)]
- Teacher candidates are required to receive instruction in the relevant TEKS, including the English Language Proficiency Standards (ELPS). The requirement is taught in ECH



3350, 4350, RDG 3332, 3335, 3336, 4301, 4303, ED 4309, 4311, and 4314. The Core Subjects EC-6/STR Alignment Charts and Scope and Sequence provided for the review were utilized to determine compliance. The program met the requirement as prescribed. [19 TAC §228.30(d)(1)]

- Teacher candidates are required to receive reading instruction, including instruction that improves students' content-area literacy. The requirement is taught in RDG 2306, 3332, 3335, 3336, 4301, and 4303. The program met the requirement as prescribed. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines are required to be taught. The requirement is taught in ECH 3350 and RDG 3335. The program met the requirement as prescribed. [19 TAC §228.30(d)(3)]
- The skills and competencies captured in the Texas Teacher standards in [19 TAC Chapter 149, Subchapter AA](#) are required to be taught to all Teacher candidates. The Core Subjects EC-6/STR Alignment Charts and Scope and Sequence provided for review and utilized to determine compliance:
  - Standard 1 Instructional Planning and Delivery is taught in SPED 2361, ED 4309, 4311, 4314, ECH 4350, 3350, RDG 332, 3335, 3336, 4301, and 4303. The program met the requirement as prescribed. [19 TAC 149.1001(b)(1)]
  - Standard 2 Knowledge of Students and Student Learning is taught in ED 2302, SPED 2361, EPSY 3314, ED 4309, ECH 3350, 4350, 2305, RDG 3332, 3336, 4301, and 4303. The program met the requirement as prescribed. [19 TAC 149.1001(b)(2)]
  - Standard 3 Content Knowledge and Expertise is taught in ED 4309, 4311, 4314, RDG 3332, 3335, 3336, 4301, and 4303. The program met the requirement as prescribed. [19 TAC 149.1001(b)(3)]
  - Standard 4 Learning Environment is taught in ED 2302, EPSY 3314, ED 4309, 4311, 4313, ECH 2305, 3350, RDG 3332, 3335, ECH 4350, RDG 4301, and 4303. The program met the requirement as prescribed. [19 TAC 149.1001(b)(4)]
  - Standard 5 Data-Driven Practice is taught in SPED 2361, ED 4309, RDG 4301, and 3335. The program met the requirement as prescribed. [19 TAC 149.1001(b)(5)]
  - Standard 6 Professional Practices and Responsibilities is taught in ED 2302, SPED 2361, RDG 4301, and 4303. The program met the requirement as prescribed. [19 TAC 149.1001(b)(6)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards in coursework as identified in the Status Report submitted for review. The program also submitted alignment charts for the PIL certificate as evidence. The program met the requirement as prescribed. [19 TAC §228.30(e)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.30(c)(5) Candidates seeking initial certification in any certification class are required to receive instruction in the importance of building strong classroom management skills.  
Action: Require School Counselor candidates to receive training in classroom management skills as required.



- 19 TAC §228.30(c)(8) Candidates seeking initial certification in any certification class are required to receive instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum with resources to address any deficiencies as identified in the digital literacy evaluation.

Action: Require all Teacher and Superintendent candidates to receive instruction in Digital Literacy that is aligned with [ISTE Standards](#) for teachers and [ISTE Standards](#) for education leaders that includes: digital literacy evaluation, prescribed curriculum, additional resources to address any deficiencies found by the evaluation.

### Recommendations

- None.

Based on the evidence presented, Angelo State University is not in compliance with 19 TAC §228.30-Curriculum.

## COMPONENT IV: COURSEWORK, TRAINING, PROGRAM DELIVERY, AND ONGOING SUPPORT – 19 TAC §228.35

### Findings

- ASU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. ASU provided benchmark documents, degree plans, and transcripts noting where each candidate was in their respective program. Ten Teacher UG/ACP, five Principal PB, five Superintendent PB, and six School Counselor ACP/PB files reviewed served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(a)(1-2)]
- Six Teacher UG/PB candidates, two Principal PB candidates, two Superintendent PB candidates, and three School Counselor PB candidates reached the point of standard certification. All files reviewed contained program benchmarks, degree plans, and transcripts as evidence that all coursework and training were completed prior to standard certification. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- ASU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The military policy was posted on the website for each certification class offered. The policy for prior coursework for non-military candidates was also found on the website. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A-B)]
- ASU offers some coursework online in the various certification fields and classes. The website listed the Superintendent and PB/ACP Teacher programs as being offered 100% online. The program also provided the letter from the Higher Education Coordinating Board (THECB) for the School Counselor program offered online. ASU also has a letter on file with TEA dated January 17, 2017, regarding coursework approved to be offered online. TEA verified on the THECB that ASU is approved to offer Curriculum & Instruction, Educational Leadership, Administrator Leadership, and School Counseling programs 100% online. The program met the requirement as prescribed. [19 TAC §228.35(a)(6)(C)]



- Candidates for initial teacher certification earn 24 semester credit hours, which exceeds the 300 clock-hours of required coursework and training. Additionally, Teacher candidates must complete 150 clock-hours of prescribed coursework that allows them to demonstrate proficiency in the standards prior to clinical teaching or internship. Degree plans and transcripts were provided in ten UG/PB Teacher files reviewed as evidence as of benchmarks noting where they were in the program and which coursework had been completed. The program met the requirement as prescribed. [19 TAC §228.35(b)(1-2(A-J))]
- Teacher candidates are required to complete 30 clock-hours of field-based experiences (FBEs) under the direction of the EPP in a variety of educational settings prior to clinical teaching or internship. Additionally, 15-clock-hours of FBEs must be interactive where the candidate is actively engaged in educational activities. Up to 15-clock-hours of FBEs may be provided by the use of electronic transmission or other video or technology-based methods. Ten UG/PB files were reviewed. FBEs ranged from 14-40 clock-hours. For all files reviewed TEA could not determine what the candidates did during FBEs. Three files reviewed contained evidence that interviews were used as FBEs. TEA was able to verify with syllabi and corresponding candidate FBE records for three out of five UG Teacher files that FBEs were completed in ED 4321 and ED 4322. It was noted that reflections are required and 15 clock-hours of interactive FBEs are required in each course. FBE logs with time in/out were provided in two of the files reviewed. Seven files contained a log with date/minutes/activities completed during FBEs such as tutoring, interview, video, and research video. One file contained a log, but TEA could not verify anything other than the time in/out and the date completed. Of the ten files reviewed, one candidate had completed FBEs prior to interactive FBEs being required. Three candidates had completed FBEs via videos. The hours completed via video ranged from 7-26 clock-hours. None of the three files reviewed contained any evidence of reflections completed. TEA took into account that during 2019-2020 thru 2020-2021, candidates were permitted to complete all FBE hours via video. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Candidates may satisfy up to 15-clock-hours of FBEs by serving as a long-term substitute. They must work 30 consecutive days in an assignment as a classroom teacher, the experiences must be documented by the EPP, and must be completed in a public or private school. The required evidence would be a service record and verified instructional or educational activities. One candidate completed FBEs as a long-term substitute, but a service record was not provided and there was no documentation of the experiences verified by ASU. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(1)(C)]
- Five Teacher candidates had reached the point of clinical teaching and four had reached the point of internship and were either in the process of completing or have completed the requirement. A Statement of Eligibility (SOE) was provided in each candidate file reviewed. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)-B)]
- A candidate in a clinical teaching assignment must have an assignment for each subject area in which the candidate is seeking certification and the assignment shall not be less than four hours each day in the subject area and grade level of the certification sought.



Placement information on the SOE in four out of five (80%) clinical Teacher files reviewed including start/end dates & times, grade level, subject area, cooperating teacher, and field supervisor assigned served as evidence. Each candidate completed 14-weeks of clinical teaching per the SOEs provided for four out of five (80%) files reviewed program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]

- A candidate is successful in clinical teaching when the candidate demonstrates proficiency in each of the educator standards for the certificate sought. Field supervisor (FS) observation instruments serve as evidence. ASU provided an observation template that a FS would use when observing a candidate. The program provided an overall rating for four out of five (80%) files reviewed, but no actual observation documents completed by the FS of each candidate were provided for the five candidates completing clinical teaching. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. Four out of five (80%) files contained a recommendation form signed by the FS and cooperating teacher indicating that the candidate was successful. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Candidates completing an internship assignment must complete a full year. Completed SOEs were provided for each file review noting required tests passed, start/end dates, district, campus, grade level, subject area, mentor, and field supervisor assigned were provided as evidence for the four (100%) candidates that reached the internship year. Each SOE identified that the candidates were in a placement for a full year that matched the certification for which each was prepared by ASU. Each candidate held an intern certificate and the required content exams were passed prior to placement. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iii-iv)]
- An EPP must provide ongoing support to a candidate for the full term of the internship and any additional internships. Additional support was noted on the FS logs as applicable for the four candidates completing internships. It was also noted that all candidates in clinical teaching also had a FS log noting additional support provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)]
- An internship is successful when the candidate demonstrates proficiency in each of the educator standards required for the certificate sought. ASU provided an overall final evaluation rubric with an overall rating in each of the four files reviewed, but did not provide the actual observation instruments used by each FS for each candidate observed. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An internship is successful when the FS and campus supervisor recommend to the EPP that the candidate should be recommended for standard certification. Three candidates completed the internship year and the fourth was in process. A recommendation was provided by the field supervisor and campus supervisor for the three (100%) that completed the internship successfully. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Three (75%) candidates in the



internship assignment began at the beginning of the year and experienced the start of the year in the internship assignment. The fourth candidate who began in the Spring semester would have needed the start of the year to be experienced in FBEs, but did not. One clinical teacher (25%) began clinical teaching at the start of the year and experienced the start of the year in the clinical teaching assignment. The other three clinical teachers who began clinical teaching in the Spring semester should have experienced the start of the year in FBEs, but did not. The program submitted a document stating that all current clinical teachers for 2021-2022 experienced the start of the year in their clinical teaching assignments, but they were not the candidates selected for review and the evidence was not applicable. The program did not meet the requirement as prescribed. [19 TAC §228.35(4)]

- All clinical teaching and internship assignments were in public schools per SOE documents and placement information provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- An internship or clinical teaching experience shall not take place in a setting where the candidate has an administrative role over the mentor or cooperating teacher, or is related to the field supervisor, mentor, or cooperating teacher. All candidates in clinical teaching and internships met the requirement per the documentation provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(7)]
- An EPP shall provide a standards-based practicum for a minimum of 160 clock-hours in a certification class other than classroom teacher. Four out of five (80%) Principal files reviewed indicated that the candidates completed a standards-based practicum with hours that ranged from 128.20-185.25. It was noted that one of the files contained mostly breakfast/lunch duty hours for the practicum. The two files reviewed that contained fewer than 160 clock-hours was acceptable because the practicum was during the pandemic when a 20% reduction was permitted. The fifth candidate practicum file was not provided. The program provided standards-based practicum evidence for two out of four (50%) of Superintendent files reviewed. The practicum ranged from 134.5-160.45 clock-hours. One file reviewed was acceptable because the practicum was completed during the pandemic and a 20% reduction was permitted. Three School Counselor candidates (100%) completed the practicum. The fourth candidate file reviewed had just begun the practicum and the fifth had not yet begun the practicum. Practicum hours ranged from 128-194 clock-hours and were standards-based. The one file that contained hours fewer than a 160 clock-hour practicum was acceptable because it was completed during the pandemic and a 20% reduction was permitted. The Principal and School Counselor programs met the requirement as prescribed, but the Superintendent program did not. [19 TAC §228.35(e)(8)]
- A candidate must demonstrate proficiency in each of the educator standards for the certificate being sought. The program provided completed field supervisor observation instruments that captured proficiency in the standards required for the certificate in the five Principal files, the three Superintendent files, and the three School Counselor files. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)]
- A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual setting. A practicum shall not take place in a setting where the candidate has an administrative role over the site supervisor or is related to



the field supervisor or site supervisor. All five Principal, three Superintendent, and three School Counselor placements were in public schools. Practicum information with start/end dates, district, campus, site supervisor, and field supervisor assigned served as evidence. All candidates did not have an administrative role over the site supervisor and were not related to the field supervisor or site supervisor. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(A-B)]

- One School Counselor candidate was placed in an internship assignment and was issued an intern certificate during the practicum. That candidate had a completed SOE and met the requirements and qualifications for the certificate. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(C)(i)]
- A practicum is successful when the FS and site supervisor recommend to the EPP that the candidate should be recommended for standard certification. Files for five Principal candidates contained evidence of a FS and site supervisor (SS) recommendation, but only two have been recommended for standard certification. Two Superintendent candidates that completed the practicum reached the point of standard certification and their files contained evidence of a FS and SS recommendation. Three School Counselor candidates that completed the practicum reached the point of standard certification and their files contained evidence of a FS and SS recommendation. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching, internship, or a practicum assignment were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Four Teacher candidates had a cooperating teacher and four had a mentor. All five Principal candidates had a site supervisor. Three Superintendent candidates had a site supervisor and two are not currently enrolled. All five School Counselor candidates had a site supervisor. Candidate placement information noting the placement, name of cooperating teacher, mentor, or site supervisor assigned served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- The program did not provide qualifications for the cooperating teachers assigned to the four candidates completing clinical teaching. Teaching certificates were provided for two (50%) mentors assigned to candidates in an internship, but complete qualifications were not provided for the mentors assigned to the four candidates completing an internship. All site supervisors (100%) assigned to the five Principal candidates were qualified. A signed district statement with the qualifications noted was provided as evidence. One out of three (33%) site supervisors assigned to the three Superintendent candidates was qualified. A signed district statement with the qualifications noted was provided as evidence. The other two site supervisors assigned to candidates only contained a Principal certificate and no other evidence of qualifications. All site supervisors assigned to the four School Counselor candidates were qualified. Signed district statements with the qualifications noted were provided as evidence. It was noted that one of the site supervisors assigned to a school counselor candidate was certified as a Principal. The program met the requirement for the Principal and School Counselor programs, but not for the Teacher and Superintendent programs. [19 TAC §228.2(14); 19 TAC §228.2(26); 19 TAC §228.2(33)]
- If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, or site supervisor is not available, the EPP and campus or





district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria. While the EPP provided the district statement with the qualifications noted for the one School Counselor site supervisor that was certified as a Principal, there was no reason identified as to why that site supervisor was selected for the School Counselor candidate. The program did not meet the requirement as prescribed. [19 TAC §228.35(f)]

- The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training within three weeks of assignment to the candidate that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. There was no evidence provided that the cooperating teachers assigned to candidates were trained. It was noted that they received 45 hours of Continuing Professional Education (CPE) for serving as a cooperating teacher, but that was not training. There was no evidence provided that the mentors were trained. The program did provide a video used to train cooperating teachers/mentors and training material, but there was no evidence that it was accessed by cooperating teachers or mentors. All site supervisors assigned to five Principal candidates were trained. Training material and signatures that training was received were provided as evidence. The site supervisors assigned to the three Superintendent candidates were trained, but they were trained using principal material and forms. The site supervisors assigned to School Counselor candidates were not all trained. One file reviewed contained a site supervisor training verification email noting that training occurred. Two files reviewed contained an email, but no evidence pertaining to training was included in those emails. Two files reviewed contained no evidence of training. The program met the requirement as prescribed for the Principal program, but not for the Teacher, Superintendent, or School Counselor programs. [19 TAC §228.35(f)]
- Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. All eight (100%) Teacher candidate files reviewed that reached the point of clinical teaching or internship were assigned to a field supervisor. All five (100%) Principal candidate files reviewed that reached the point of practicum were assigned a field supervisor. The three (100%) Superintendent candidate files reviewed that reached the point of practicum were assigned a field supervisor. Four out of five (80%) School Counselor files reviewed that reached the point of practicum were assigned a field supervisor and the fifth was not assigned a field supervisor. Candidate placement information showing date of placement and field supervisor assigned served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The field supervisor is required to hold credentials appropriate for the candidate supervised. Five out of eight (63%) of the Teacher candidate field supervisors held the required credentials. All five (100%) of field supervisors assigned to Principal candidates held the required credentials. Certificates and resumes served as evidence. All the Superintendent candidates had the same field supervisor. The resume and certificate served as evidence. Four out of five (80%) of field supervisors assigned to School Counselor candidates were qualified and the fifth was not provided. Certificates and



resumes served as evidence. The program met the requirement as prescribed for all programs, except the Teacher program. [19 TAC §228.2(18)]

- Field supervisors are required to be trained. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation or coaching training. Two out of four field supervisors assigned to clinical teachers had files that contained evidence of state-wide FS training. The third was trained by another program, but did not have a training certificate and the fourth was not trained. One out of four (25%) contained evidence of local training. One out of four field supervisors assigned to candidates in an internship had files that contained evidence of state-wide FS training and the other three had T-TESS training from 2017-2018 that was not valid for the year that field supervision was provided. All four had local training. Four out of five (80%) of field supervisors assigned to Principal candidates had files that contained evidence of statewide FS training and the fifth had T-TESS training in 2018 that was not valid for the year that field supervision was provided. Three out of four (75%) had local training. The FS assigned to three Superintendent candidates had files that contained evidence of T-TESS training in 2018, but it was not valid for the year field supervision was provided. All four had local training. All four (100%) FS assigned to School Counselor candidates had evidence of statewide training and local training. The program met the requirement for the Principal and School Counselor programs, but not for the Teacher or Superintendent programs. [19 TAC §228.35(g) & (h)]
- Initial contact by the FS must occur within the first three weeks of assignment for teacher candidates and the first quarter of assignment for non-teacher candidates and may be made by telephone, email, or other electronic communication. In the Teacher program, two interns had an initial contact within the first three weeks of the assignment, and one did not. All four clinical teachers had an initial contact within the first three weeks of the assignment. The Teacher program was 86% compliant. Four out of five (80%) of Principal candidates had an initial contact within the first quarter of assignment. In the Superintendent program, the three candidates had an initial contact within the first quarter of the assignment and the other two candidates had not yet reached that point. All four (100%) of School Counselor candidates had an initial contact within the first quarter of assignment. Observation documents served as evidence for all files reviewed. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and neither the pre-observation conference nor the post-observation conference needs to be onsite. All seven Teacher files reviewed contained evidence of a post-observation conference, but not a pre-observation conference. Files for all five Principal candidates had evidence of both a pre- and post-observation conference, but an email for a post-observation conference is not interactive. Files for all three Superintendent candidates had evidence of both a pre- and post-observation conference, but an email for a post-observation conference is not interactive. Files for all three School Counselor candidates had evidence of a pre- and post-observation conference, but two had a post-observation conference via email and that is not interactive. The fourth file reviewed was for a candidate who had just begun the



practicum and the observation documents were not provided. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]

- For each formal observation, the field supervisor shall document educational practices observed. None of the seven Teacher candidate files reviewed contained evidence the field supervisors captured educational practices observed or provided written feedback. The actual observation documents were not provided. All five Principal files reviewed contained evidence of educational practices observed and were provided with written feedback. All three Superintendent files reviewed contained evidence of educational practices observed and were provided with written feedback. All three School Counselor files reviewed contained evidence of educational practices observed and were provided with written feedback. The program met the requirement in all programs except the Teacher program. [19 TAC §228.35(g) & (h)]
- A document was provided for each file reviewed noting where the candidate, cooperating teacher/mentor/site supervisor, campus administrator, and FS all signed off that the required collaboration was provided. Seven Teacher files, five Principal files, three Superintendent files, and three School Counselor files were reviewed. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. All seven Teacher files reviewed contained evidence of observations that were 45 minutes or more in duration at each occurrence. The four candidates in clinical teaching contained evidence of three or four formal observations in the first, second, and final third of clinical teaching. The three candidates in internships were on intern certificates and all observations were 45 minutes in duration or longer. Each candidate had three observations in the first half of the assignment and two observations in the last half of the assignment. It was noted that evidence of teacher observations was a summary of each dated formal observation with duration noted and was not the actual complete observation record. All five Principal candidates had three observations in the first, second, and final third of the assignment and all totaled 135 minutes or more in duration. One Principal candidate file contained evidence of observations that were not spaced in thirds. All three Superintendent candidates had three observations in the first, second, and final third of the assignment and all totaled 135 minutes or more in duration. All three School Counselor candidates had three observations in the first, second, and final third of the assignment and all totaled 135 minutes or more in duration. No observation documents were provided for one candidate file. The program met the requirement as prescribed for all, but not for the Teacher class because the actual observation documentation was not retained. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-C) Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: a minimum of 30 clock-hours of field-based experience. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Field-based



experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include:

- (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
- (ii) instruction by content certified teachers;
- (iii) actual students in classrooms/instructional settings with identity-proof provisions;
- (iv) content or grade-level specific classrooms/instructional settings; and
- (v) written reflection of the observation.

Up to 15 clock-hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based methods. Field-based experience provided by the use of electronic transmission or other video or technology-based method.

Up to 15 clock-hours of field-based experience may be satisfied by serving as a long-term substitute. A long-term substitute is an individual who has been hired by a school or district to work at least 30 consecutive days in an assignment as a classroom teacher. Experience may occur after the candidate's admission to an EPP or during the two years before the date the candidate is admitted to the EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA.

Action: Require all teacher candidates to complete 30 clock-hours of FBEs prior to clinical teaching/ internship. Require 15 clock-hrs. of interactive FBEs. Require written reflections for each FBE experience. If ASU is going to allow candidates to complete 15 clock-hours of FBEs while working as a long-term substitute, require official service records, verify instructional or educational activities, and retain the evidence in the candidate file. Provide the published requirements for FBE completion if ASU is going to use long-term subbing as an option for FBEs. Retain all FBE documentation in each candidate file.

- 19 TAC §228.35(e)(2)(A)(iii) & (vii) Clinical teaching/internship is successful when the candidate demonstrates proficiency in each of the educator standards required for the certificate sought.  
Action: Retain the actual observation instruments, and not just the summary, for all candidates completing clinical teaching or internship.
- 19 TAC §228.35(e)(4) Candidates participating in an internship or a clinical teaching assignment need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they must be provided through field-based experiences.  
Action: Require all teacher candidates to experience the beginning of the year (first 15 days) through clinical teaching/internship that begins at beginning of the year or through FBEs.



- 19 TAC §228.35(e)(8) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours.  
Action: Require all Superintendent candidates to complete a practicum for a minimum of 160 clock-hours.
- 19 TAC §228.2(14) Cooperating teacher-For a clinical teacher candidate, an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification;  
19 TAC §228.2(26) Mentor-For an internship candidate, an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who is currently certified in the certification category in which the internship candidate is seeking certification; &  
19 TAC §228.2(33) Site supervisor-For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is currently certified in the certification class in which the practicum candidate is seeking certification; who is an accomplished educator as shown by student learning.  
Action: Require cooperating teachers and mentor teachers for Teacher candidates and site supervisors for Superintendent candidates to be qualified to supervise candidates assigned. Retain evidence of qualifications for each cooperating teacher/mentor and site supervisors in each candidate file.
- 19 TAC §228.35(f) If an individual who meets the certification category and/or experience criteria for a site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria.  
Action: If assigning site supervisors who are not certified in the same category as the candidate, require the following:  
Candidate placement information showing date of placement, name of the candidate, name of site supervisor, subject area, grade level, supervising administrator name, campus name, district name, and documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.
- 19 TAC §228.35(f); 19 TAC §228.2(14); 19 TAC §228.2(26); &19 TAC §228.2(33);  
The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. The training for each must include how to coach and mentor candidates in clinical teaching, internship, or practicum.  
Action: Require all cooperating teachers, mentors, and site supervisors assigned to candidates to be trained. Retain dated evidence, such as a training certificate or sign-in sheet, that the training occurred in each candidate's file.



- 19 TAC §228.2(18) Require field supervisors to hold the required credentials. A field supervisor is a currently certified educator, who preferably has advanced credentials, shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education (CPE) requirements described in 19 TAC §232.11, §232.13, and §232.15.  
Action: Require field supervisors assigned to clinical teachers and internship candidates to be qualified. Retain evidence of each FS educator certificate, degree, experience, and/or CPE, and accomplishment as an educator in each candidate file.
- 19 TAC §228.35(g) & (h) Require field supervisors to be trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.  
Action: Require field supervisors assigned to Teacher UG/PB and Superintendent candidates to be trained locally and with state-wide FS training. Retain dated evidence of training in each candidate file (certificates of completion, signature on dated attendance records when local training was received). If using T-TESS training in lieu of statewide training, a T-TESS certificate of training completed must be provided each year.
- 19 TAC §228.35(g) & (h) For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and neither the pre-observation conference nor the post-observation conference needs to be on site.  
Action: Require both a pre- and post-observation conference for each candidate before and after each formal observation completed by the field supervisor. The pre-observation conference may be conducted via phone, virtually, or in person. In order to be synchronous, the post-observation must be conducted by phone, virtually, or in person. It cannot be conducted via email.
- 19 TAC §228.35(g) For each formal observation, the field supervisor shall document educational practices observed. For each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's cooperating teacher or mentor.  
Action: Retain the actual observation documents for each formal observation conducted by the field supervisor of all Teacher UG/PB candidates. Provide a copy of the written feedback to the candidate's cooperating teacher or mentor.

## Recommendations

- Consider providing CPE for cooperating teachers, mentors, and site supervisors who hold standard certificates and may need CPE hours for certificate renewals. The Teacher class must earn 150 CPE hours in a five-year period and the non-Teacher class



must earn 200 CPE hours in a five-year period. Up to 45-clock hours in the five-year period may be earned for serving as a mentor to another educator.

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

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

### **Findings**

- ASU has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed, the benchmark document, and degree progress were provided as evidence of compliance for ten UG/PB Teacher files reviewed, five PB Principal files reviewed, five PB Superintendent files reviewed, and six ACP/PB School Counselor files reviewed. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- ASU did not have consistent structured assessments to measure candidate progress. The EPP provided an STR assessment for the RDG 3335 final exam. The four-point rubric was based on the connection between Phonological Awareness & Phonics, Phonics Knowledge, Ties to Fluency/Comprehension, Decoding with Fluency, Standards (PK Guidelines & TEKS), Knowledge of Instructional Strategies Grades K-5, and Best Practice Application to the Future Classroom. The cut score for the rubric was 20 or higher. That assessment was acceptable. The early childhood assessment was for ECH 3350, but the course was not found on the STR alignment chart. The assessment was a “Multicultural Center” and was found to be acceptable based on the items to be completed; however, the rubric was not a rubric that measured proficiency in the standards. The rubric was a checklist for items to be completed by the candidate. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]
- ASU has processes in place to ensure that candidates are prepared to be successful in their certification exams. The dates of testing were noted in the ECOS system for the files reviewed as applicable. The dates for testing were also found in candidate benchmark documents for all files reviewed, as applicable. Ten UG/PB Teacher files, five PB Principal files, five PB Superintendent files, and six ACP/PB School Counselor files were reviewed. ASU does not grant test approval to any candidate until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- ASU uses information from a variety of sources to evaluate program design and delivery. The program provided advisory committee meeting agendas and minutes for 2019-2020 and 2020-2021 noting that the program had evaluated the program design and delivery. The program met the requirement as prescribed. [19 TAC §228.40(e)]
- Not all candidate records were provided for review. Notably missing were teacher formal evaluations for all teacher files reviewed. Complete evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason was not provided. The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]



### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.40(a) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish structured assessments of the candidate's progress throughout the EPP.  
Action: Provide an early childhood education performance-based assessment (PBA) with an aligned rubric that measures proficiency in ECE standards and has levels of proficiency noted.
- 19 TAC §228.40(f) An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.  
Action: Retain all candidate records from admission to completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program. Provide the plan that the EPP will implement going forward to ensure that all records will be retained as required.

### **Recommendations**

- None.

Based on the evidence presented, Angelo State 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 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).

- All five (100%) UG Teacher candidate files reviewed contained a signed Educator Code of Ethics. None of the five PB Teacher candidate files contained a signed Educator Code of Ethics. All five (100%) PB Principal candidate files contained a signed Educator Code of Ethics. Three out of five (75%) PB Superintendent candidate files contained a signed Educator Code of Ethics. Five out of six (83%) ACP/PB School Counselor candidate files contained a signed Educator Code of Ethics. The signed documents indicated that each candidate adheres to the Texas Educator's Code of Ethics. The program met the requirement for the UG Teacher, PB Principal, and ACP/PB School Counselor programs, but did not for the PB Teacher or PB Superintendent programs.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. The program provided a signed Educator Code of Ethics document noting that each understands and will abide by the Code of Ethics as evidence of compliance.





### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.50 During the period of preparation, the educator preparation program shall ensure that the candidates themselves understand and adhere to 19 TAC Chapter 247.

Action: Ensure that all PB Teacher and Superintendent candidates understand and adhere to the Educator Code of Ethics (ECO) by submitting a signed Educator Code of Ethics to the EPP. Retain the evidence in each candidate file.

### **Recommendations**

- Consider requiring a signed acknowledgement of reading/understanding/abiding by the Educator Code of Ethics at the time of admission for all candidates instead of waiting to do so at the time of clinical teaching, internship, or practicum to ensure that all candidates understand the ECOE expectations throughout their time with ASU.

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

## **COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70**

### **Findings**

- Per 19 TAC §228.70(b), the Angelo State University complaints process is on file at TEA. It includes information about how to file a complaint with TEA. The EPP complaint policy is also posted on the website. Complaints are acknowledged within ten days per the website posting and a response is provided within 60 days. The program has a complaint policy posted on-site. It is on a bulletin board in the College of Education. There is also a QR code on the bulletin board to locate the complaints process electronically and the process is posted on computers in the Computer Labs. The program provides the complaint policy in writing upon request. The program 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, Angelo State University 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. Six out of ten Teacher candidates, one UG and five PB, who reached standard certification held a



degree at the time of standard certification. Official transcripts served as evidence. All degrees, bachelors and masters, were conferred prior to standard certification. [19 TAC §230.13(a)(1)]

- The six Teacher candidates who were standard certified all had a file that contained a benchmark document noting that all requirements were met prior to recommendation for standard certification. The documents noted the date requirements were met and served as evidence of compliance. All met the application recommendation and issuance deadlines for the certificates awarded. The recommendation dates were verified in the Educator Certification Online System (ECOS). The program met the requirement as prescribed. [19 TAC §230.13(a)(2)]
- Two out of five Principal candidates reached the point of standard certification. Both candidates had official transcripts and met degree requirements prior to standard certification. Two out of five Superintendent candidates reached the point of standard certification. Both had official transcripts and met master's degree requirements prior to standard certification. Three out of five School Counselor candidates reached the point of standard certification. All three fell under previous requirements before the 48-hour master's degree in counseling was required and all held a master's degree prior to standard certification. The certificates were provided by the program and the issuance dates were verified in ECOS for all. The program met the requirement as prescribed. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20]
- Principal candidates are required to hold a valid teaching certificate and a minimum of two years of experience as a classroom teacher when recommended for standard certification. The two Principal candidates that reached standard certification all held a valid teaching certificate and the program provided service records that noted more than two years of experience as a classroom teacher. The program met the requirement as prescribed. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. They must also hold an advanced degree. The two Superintendent candidates that reached the point of standard certification both held a valid Principal certificate and a master's degree at the time of standard certification. The program met the requirement as prescribed. [19 TAC §242.20]
- School Counselor candidates are required to have two years of creditable teaching experience. The three School Counselor candidates that reached standard certification all had two or more years of teaching experience as verified by service records. The program met the requirement as prescribed. [19 TAC §239.20]
- All Principal, Superintendent, and School Counselor candidates are required to complete all program requirements prior to standard certification. Degree plans noting all coursework completed were provided as evidence for the two Principal candidates, two Superintendent candidates, and three School Counselor candidates that reached the point of standard certification. The program met the requirement as prescribed. [19 TAC §241.20(5); 19 TAC §241.60(5); 19 TAC §242.20(2); 19 TAC §239.20(1)]

#### **Compliance Issues to be Addressed (see Next Steps)**

- None.



## Recommendations

- None.

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

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

### Findings

- Angelo State University has submitted all data required for ASEP reporting within the timeline required by TEA for the 2018-2019, 2019-2020, and 2020-2021 academic years. Corrections had to be made by the program and they were completed within the timeline required by TEA for each year. [19 TAC §229.3(f)(1) and Associated Graphic]
- Prior to the start of the EPP review, TEA had to replace five candidates randomly selected for review with five alternate candidates because the program had reported the candidates inaccurately and those initial five candidates had either withdrawn or were previous year finishers and ASU had just continued to carry them as enrolled. [19 TAC §229.3(a); 19 TAC §229.3(f)(1)]
- Two out of ten (20%) of Teacher UG/PB Teacher candidates were not uploaded as admitted within seven days. Two out of five (40%) Principal candidates were not uploaded as admitted within seven days. All five Superintendent candidates (100%) were reported as admitted within seven days. Two out of six (33%) School Counselor candidates were not reported as admitted within seven days. Overall, the program created admission records for 77% of the candidates within seven days. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1)(3)]
- All GPAs for the candidates reviewed were accurately reported to TEA as verified from transcripts in the candidates' files. The program met the requirement as prescribed. [19 TAC §229.3(f)(1)(7-9)]
- One Teacher candidate file contained evidence of the enrollment year of 2018-2019 and a finisher year of 2019-2020 that did not correspond to the admission date in the Spring of 2016. A second Teacher candidate was not identified as enrolled with the content area and the ESL Supplemental certificate, but per the formal offer of admission letter was admitted for both in the Fall of 2019. The enrollment record was inaccurate for both certificate areas and the dates of enrollment. The candidate was really admitted in the Fall of 2020 in the 2019-2020 academic year if the enrollment record was correct. A third Teacher candidate was listed as enrolled as a PB Teacher and standard certified as such, but the candidate never earned the master's degree with ASU. That candidate should have been identified as an ACP candidate, but was not. That candidate was also never identified as a finisher of the program. One Principal candidate was identified as PB, but because the candidate had earned the master's degree with another university the candidate should have been enrolled as an ACP candidate with ASU and was not. All five Superintendent candidates were enrolled as PB and all held master's degrees at admission as required, but the two that reached the point of standard certification did not earn another master's or doctorate degree and as a result, should have been identified



as ACP candidates, but were not. If the remaining three Superintendent candidates do not earn a second master's or doctorate with certification at ASU, they need to be identified as ACP candidates. One School Counselor candidate was listed as a PB candidate in the enrollment status but did not earn an advanced degree with certification. That candidate was admitted with a master's degree and should have been enrolled as an ACP candidate. Overall, the program accurately reported 62% of its candidates for each year they were in the program. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1)]

- All seven Teacher UG/PB observations (100%) for candidates that had reached the point of clinical teaching or internship were correctly reported in ECOS and corresponded to what was provided as a summary in candidate records for review. One Principal file reviewed contained observations that were not spaced in thirds across the 135 minutes of field supervision and 80% met the requirement. One out of three Superintendent observation records reviewed contained observation dates in records that did not correspond to what was entered into ASEP and 67% met the requirement. One out of four School Counselor observation records reviewed did not contain the observation duration in the candidate record, but all contained the required observation frequency and duration. It was noted that ASU started entering some non-teacher observations in ASEP for 2020-2021, but not all have been entered. Overall, the EPP met the requirement for 15 out of 19 (79%) observation records reviewed. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and in the related candidate documentation.  
Action: Ensure that any candidates not currently enrolled at ASU are removed from your system effective the last year that they were enrolled or identify them as finishers in the year that all requirements were met.  
Upload all candidates as admitted within seven days of their formal admission date.  
Accurately report all candidates as other enrolled (OE) or finisher (F) in the correct route for which they are seeking certification.  
Identify candidates as traditional (TRAD) if they are undergraduates seeking a bachelor's degree with certification, ACP if they hold a bachelor's degree and are only seeking certification, and PB if they are seeking an advanced degree with certification.  
Require all Principal observations to be spaced in thirds during the first, second, and final third of the practicum and during field supervision.  
Require all non-teacher observation data in records to correspond exactly to what is uploaded in ASEP in terms of dates/duration/frequency.  
Begin entering non-teacher observation data into ASEP beginning immediately and for all non-teacher candidates for the 2021-2022 academic year and thereafter.

### **Recommendations**

- Consider entering data at points throughout the year, such as the beginning and end of each semester, to ensure that it does not all have to be completed at data-reporting time.



Based on the evidence presented, Angelo State 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 issuing the Core Subjects w/ Science of Teaching Reading EC-6 certificate is in process. December 31, 2021 is the last date a candidate can take the 291 exam, and the last date to standard certify candidates using the 291 exam will be in December 2022. Teacher programs should inform candidates of these important deadlines to ensure that they can meet all requirements and can be standard certified using the 291 exam, if applicable. 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 ALL EPPS**

- Consider creating a procedure manual documenting EPP processes to ensure continuity in record keeping and other related 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 Angelo State University staff.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before February 25, 2021.”**

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**Signature of Legal Authority**

**Date**

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**Printed Name of Legal Authority**

**Date**