



## **2021–2022 Continuing Approval Review Report Sam Houston State University**

### **Purpose**

Texas Education Agency (TEA) Education Specialist, Angela Von Hatten, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Sam Houston State University on May 9, 2022. 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. Jannah Nerren, Associate Dean, was identified as the program Legal Authority and the primary EPP contact for the review process. Sam Houston State University was approved as an EPP on October 10, 1969. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 594 finishers for the 2019-2020 reporting year and 629 finishers for 2020-2021.

At the time of the review, Sam Houston State University was approved to certify candidates in the following classes: Teacher, Educational Diagnostician, Principal, Reading Specialist, School Counselor, School Librarian, and Superintendent. The EPP is approved to offer the undergraduate (U), post-baccalaureate (PB), and alternative (ACP), routes to certification.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature 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. A 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 Stacey Edmonson, Jean Hubbartt, Jessica Jemison-Williams, Jannah Nerran, Andy Oswalt, Ashley Pickett, Rebecca Saiz, and Sandra Stewart.

### **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 February 17, 2022. Additional EPP documents, including records for 75 candidates, were submitted on March 7, 2022. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



### **Findings, Compliance Issues, and Recommendations**

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

### **Component I: Governance – 19 TAC Chapter 228**

#### **Findings**

- Compliance with Governance requirements was determined using self-reported information contained within the Status Report.
- It was reported that advisory committee membership, input provided by members, member training, and meeting frequency met requirements. Advisory committee meeting minutes served as evidence of the requirement met. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for Sam Houston State University programs. The legal authority participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- Sam Houston State University has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- Sam Houston State University submitted the Status Report for the program review on February 17, 2022, as required. [19 TAC §228.10(b)(1)]
- Sam Houston State University has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching as of November 2015. The application is on file with TEA. [19 TAC §228.10(c)]
- Sam Houston State University is required to have a published exit policy for the dismissal of candidates that is reviewed and signed by candidates upon admission. There was insufficient evidence of this requirement in place with the candidate records reviewed. The program did not meet the requirement. [19 TAC §228.20(h)]

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

- **19 TAC §228.20(h) Exit Policy – All classes**  
**Action:** Update the exit policy process to require candidates to sign the exit policy at admission. Submit a copy of the blank exit policy acknowledgment document for each certification class.

#### **Recommendations**

- If you are not currently subscribed to the newsletter, please sign up at the link below.  
[Educator Preparation Program Listserv Registration](#)

Based on the evidence presented, Sam Houston State University is not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.



## Component II: Admission – 19 TAC Chapter 227

### Findings

- Sam Houston State University has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program and in the program admission application. The program met the requirement. [19 TAC §227.1(b), (d)]
- Sam Houston State University has informed applicants of the required information about the program. Admission requirements and program completion requirements were found on the website for each program. The effects of supply and demand on the educator workforce and the performance of the program over time for the past five years were also found on the website. The program met the requirement. [19 TAC §227.1(c)(1-3)]
- A total of 75 files were reviewed to verify the EPP met the requirements for admission. They included five undergraduate teacher files, five post-baccalaureate (PB) teacher files, five alternative certification program (ACP) teacher files, and 60 non-teacher files. All five undergraduates were enrolled at the time of admission. All PB and ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. 54 out of 60 non-teacher files contained evidence of the degree requirement met for the certification and admitted route sought. There was insufficient evidence that six non-teacher candidates held the required degree at admission. The program met the requirement. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The program minimum GPA requirement for the teacher class is 2.75. The teacher candidate GPA range for the candidate files reviewed was 2.94 – 3.59. The program minimum GPA requirement for non-teacher classes is 2.5. The non-teacher candidate GPA range was 2.56 – 4. Degree transcripts and admission documents served as evidence of the requirement met. [19 TAC §227.10(a)(3)(A)]
- 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 by passing a pre-admission content test (TX PACT) prior to admission. Thirteen out of 15 files (86%) met the requirement. Candidates who did not meet the content hour requirement were admitted via the TX PACT route. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- If a non-teacher applicant has not met the minimum certification, degree, and/or experience requirement(s) for issuance of a standard certificate prior to admission, the program shall inform the applicant in writing, of any deficiency prior to admission. 54 out of 60 non-teacher candidate records include evidence of certification, degree, and experience requirements met at admission. There was insufficient evidence of the deficiency letter provided to 6 non-teacher candidates who did not meet the minimum degree requirement at admission. The program submitted an updated deficiency letter for non-teacher candidates that now meets requirements. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with reading, math, and writing focused courses taken through the university. Seven out of ten PB and ACP teacher candidates met the requirement with



official transcripts noting a degree conferred. One ACP teacher candidate met the requirement through military experience approved by the program. All non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]

- All applicants must demonstrate proficiency in English language skills prior to admission. For undergraduate candidates, admission course documents that included reading, math, and writing focused courses taken through the university served as evidence of the requirement met. All ACP and PB teacher candidates and non-teacher candidates met the requirement with the degree held at admission. Degree transcripts served as evidence of the requirement met. [19 TAC §227.10(a)(7)]
- Thirteen out of 15 and 49 out of 60 non-teacher files reviewed contained a completed application. There was insufficient evidence of the preparation program application process used consistently through all certification classes. The program met the 80% compliance threshold and met the requirement. [19 TAC §227.10(a)(8)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Teacher applicants are screened using a video interview. The cut score for the teacher class is 35. Principal and superintendent applicants are required to be screened using two different tools. A certification admission screener verifies multiple admission items. All other non-teacher classes are screened using an admission review rubric. The cut score for all non-teacher classes is 10. TEA advises the program to explicitly identify the cut score on each evaluative rubric. The program met the requirement. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- A program may admit an applicant who has met the minimum academic criteria through credentials from outside of the United States. Foreign degree evaluation service documents are evident for applicants certified outside of the U.S. The program met the requirement. [19 TAC §227.10(f)]
- Applicants can be admitted to a program formally or on a contingency basis. Contingency admission occurs when the candidate meets all admission requirements except the conferred degree requirement with the understanding that the degree must confer within the same semester as admission. The program is required to provide the effective date of contingency admission in the official contingency admission letter. Six ACP and PB teacher candidates were admitted without a conferred degree. There was insufficient evidence of the six teacher candidates admitted on a contingency basis with the initial candidate records reviewed. The program submitted updated admission letters for candidates who were admitted without a conferred degree. The admission letters do not include the effective date (or term) of admission. The program did not meet the requirement. [19 TAC §227.15]
- Formal admission occurs when the candidate has met all admission requirements, including a conferred degree, at the time of admission. The program is required to provide the effective date of formal admission in the official formal admission letter. There was insufficient evidence of the effective date provided in the formal admission letter with the candidate records reviewed for all certification classes. The program did not meet the requirement. [19 TAC §227.17]



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

- **19 TAC §227.15 – Contingency Admission – Teacher class**  
**Action:** Update the program’s contingency admission process to include an admission letter that meets TAC requirements, including embedding the effective date of contingency admission. Submit a blank copy of the contingency admission letter that will be used for the teacher class. Ensure the implementation and consistency of this updated process will occur during this academic year.
- **19 TAC §227.15 – Formal Admission – All classes**  
**Action:** Update the program’s formal admission process to include an admission letter that meets TAC requirements, including embedding the effective date of formal admission. TEA has provided programs with an example of a formal admission letter that meets TAC requirements in Appendix 1 of [the ASEP Data Reporting Manual](#). Submit a blank copy of the formal admission letter that will be used for each certification class. Ensure the implementation and consistency of this updated process will occur during this academic year.

### Recommendations

- It is recommended that more than two principal and superintendent program staff screen applicants if the screeners do not agree on the rating.

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

### Component III: Curriculum – 19 TAC §228.30

#### Findings

- TEA verified compliance with curriculum requirements using self-reported information contained within the Status Report.
- Sam Houston State University 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. Curriculum alignment charts and coursework examples were also reviewed and served as evidence of the requirement met. [19 TAC §228.30(a)]
- Sam Houston State University uses assessments to measure candidate progress. Course syllabi and case studies served as evidence of the requirement met. [19 TAC §228.40(a)]
- Sam Houston State University's preparation program curriculum is research-based. The status report, alignment charts, and course syllabi served as evidence of the requirement met. [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. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]



- The Educators' Code of Ethics is taught in various courses such as EDUC 1101, CISE 3384, CISE 4380, SPED 5302, SPED 6322, SPED 6308, COUN 6335, EDAD 6362, LSSL 5334, LSSL 5370, and READ 6310.
- Dyslexia Instruction is taught in SPED 4314, READ 3373, CISE 4378, School Librarian Capstone, SPED 5302, SPED 6322, COUN 5333, Reading Specialist Capstone, Principal Capstone, and EDAD 6384.
- Mental health, substance abuse, and youth suicide are taught in EDUC 1101, CISE 3384, School Librarian Capstone, SPED 5301, COUN 5333, Reading Specialist Capstone, and EDAD 6384.
- The skills educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in this state are taught in various courses such as EDUC 1101, CISE 4380, SPED 5302, SPED 6322, SPED 5305, SPED 6319, SPED 6308, SPED 6312, COUN 6335, and COUN 5333.
- The importance of building strong classroom management skills is taught in CIEE 3385, CIME 3385, CISE 4394, SPED 5304, SPED 6313, SPED 6308, SPED 6312, COUN 5333, EDAD 5332, LSSL 5337, EDAD 6380, EDAD 6383, READ 5317, and READ 6310.
- The framework in this state for teacher and principal evaluations is taught in various courses such as EDUC 1101, EDUC 4301, CISE 4380, SPED 5302, COUN 6335, EDAD 6371, LSSL 5337, EDAD 6382, and READ 5307.
- Appropriate relationships, boundaries, and communications between educators and students are taught in: CISE 4380, EDUC 1101, SPED 6322, COUN 6335, EDAD 5372, LSSL 5334, EDAD 6384, and READ 632.
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in READ 3315, CIME 3327, CISE 3384, School Librarian Capstone, SPED 6312, SPED 6308, COUN 5333, Reading Specialist Capstone, Principal Capstone, and EDAD 6384.
- Instruction in English Language Proficiency Standards (ELPS) is taught in TESL 3313, TESL 4314, TESL 3303, TESL 4303, CISE 4379, CISE 4364, CIEE 3334, READ 3384, ECHE 4343, CIEE 3335, and CIEE 3336.
- The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in READ 3383 and READ 3384.
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in READ 3373, READ 3374, CISE 4378, READ 3388, READ 3389, READ 3380, READ 33315, ECHE 3325, and ECHE 4343. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery are taught in CIEE 3334, READ 3383, CIEE 3335, CIEE 3336, READ 3373, CIME 4334, CIME 4335, CIME 4336, and CISE 4364. [19 TAC §228.30(d)(4)]
- Knowledge of students and student learning is taught in CIME 3375, CIEE 3374, CISE 4374, and ECHE 4350. [19 TAC §228.30(d)(4)]
- Content knowledge and expertise are taught in CIEE 3334, READ 3383, CIEE 3335, CIEE 3336, READ 3373, CIME 4334, CIME 4335, CIME 4336, and CISE 4364. [19 TAC §228.30(d)(4)]
- The learning environment is taught in CIEE 3385, CIME 3385, and CISE 4394. [19 TAC §228.30(d)(4)]



- Data-driven practice is taught in CIEE 3384, CIEE 3343, CIME 3376, and CISE 4377. [19 TAC §228.30(d)(4)]
- Professional practices and responsibilities are taught in CISE 4380, EDUC 1101, and EDUC 4301. [19 TAC §228.30(d)(4)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards in various courses such as EDAD 6378. [19 TAC §228.30(e)]

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

- None

#### **Recommendations**

- Review curriculum items to ensure candidates have multiple opportunities for real-world experiences through performance-based assessments.

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

### **Component IV: Coursework, Training, Program Delivery, and Ongoing Support – 19 TAC §228.35**

#### **Findings**

- Sam Houston State University provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Evidence from the status report, course syllabi, alignment charts, and coursework submitted provide evidence of the requirement met. [19 TAC §228.35(a)(1-2)]
- Six teacher candidates and 27 non-teacher candidates reached the point of standard certification. Degree transcripts served as evidence of the requirement met. [19 TAC §228.35(a)(3)]
- Sam Houston State University is required to have procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The program identified that the policies are posted on their website. This could not be verified during the review because the website was being updated. The program does not meet the requirement at this time. [19 TAC §228.35(a)(5)(A-B)]
- Sam Houston State University offers some coursework online in various certification fields and classes. The program is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The accreditation held meets the requirement. [19 TAC §228.35(a)(6)]
- Candidates for initial teacher certification complete a minimum of 300 clock hours of required coursework and training. Degree transcripts served as evidence of the requirement met. [19 TAC §228.35(b)]
- Eleven out of 15 teacher candidates reviewed completed field-based experiences (FBEs) prior to clinical teaching or internship. FBE logs served as evidence of the requirement met. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]





- Degree transcripts served as evidence of candidates completing the required coursework in specified topics and FBEs prior to clinical teaching or internship. [19 TAC §228.35(b)(2)]
- Candidates in the non-teacher class of certification are required to complete a minimum of 200 clock hours of coursework and training. 47 non-teacher candidates reviewed are currently in progress of or have completed program coursework. 13 non-teacher candidates reviewed withdrew from the program. Course lists via DegreeWorks served as evidence of the requirement met. [19 TAC §228.35(c)]
- Three undergraduate teacher candidates completed clinical teaching and four alternative and two PB teacher candidates completed an internship. Clinical teaching candidates are required to complete a minimum of 70 days or 490 hours as an educational aide. The program tracks clinical teaching placement and duration information on a spreadsheet for all clinical teachers, which was evident in the records reviewed. Internship placement information was evident for five out of 6 teacher candidates. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. The program met the clinical teaching and internship requirements. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(i); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The assigned field supervisor and cooperating teacher are required to provide recommendations to the EPP regarding candidate success in clinical teaching. The assigned field supervisor and campus administrator are required to provide recommendations to the EPP regarding candidate success in the internship. The required recommendations were evident in the candidate records reviewed. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Teacher candidates completed field-based experiences at the beginning of the school year and started clinical teaching and internships at the beginning of the year. The program met the requirement. [19 TAC §228.35(4)]
- Clinical teaching and internship assignments occurred in public schools per observation documentation provided. The program met the requirement. [19 TAC §228.35(e)(6)]
- Non-teacher candidates are required to complete a minimum of a 160-hour practicum to meet the supervised clinical experience requirement. 32 non-teacher candidates reviewed had reached the point of practicum. With the records reviewed, TEA was able to verify a completed practicum or a practicum in progress for 18 non-teacher candidates. The program submitted practicum hours for recent non-teacher candidates that served as evidence of the practicum duration requirement met. There was insufficient evidence of the field supervisor identifying candidate proficiency in the educator standards related to the certification sought with the evaluative rubrics reviewed for the school counselor, educational diagnostician, school librarian, and reading specialist classes. Evaluative rubrics aligned to the related educator standards served as evidence of the requirement met for the principal and superintendent classes only. [19 TAC §228.35(e)(8)]
- Field supervisors and campus site supervisors are required to provide recommendations to the EPP regarding candidate success in the practicum. There was insufficient evidence of the





requirement met with the initial candidate records reviewed. The program submitted recommendations for candidates who recently completed a practicum and obtained the required recommendations. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]

- All assigned cooperating teachers, mentor teachers, and site supervisors held the required credentials. Credential verification documents served as evidence of the requirement met. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Cooperating teachers, mentors, and site supervisors are required to be trained within three weeks of assignment to the candidate. With the candidate records reviewed, practicum assignment documents with training verifications served as evidence of the requirement met for the teacher, principal, superintendent, school counselor, and reading specialist classes only. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidates that reached the point of clinical teaching, internship, or practicum were assigned a field supervisor. Three clinical teacher candidates, six intern teacher candidates, and 32 non-teacher candidates reached the point of the required clinical experience and received field supervision. Observation documents served as evidence of the requirement met. The program met the requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The assigned field supervisor is required to hold the credentials appropriate for the candidate supervised. TEA was able to verify credentials for all nine of the teacher candidate field supervisors and 26 out of the 32 non-teacher candidate field supervisors. Qualifications were found on the practicum assignment documents and field supervisor resumes. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All field supervisors are required to be trained within three weeks of assignment to the candidate. EPP-based, T-TESS training, and field supervisor observation and coaching certificates served as evidence of the requirement met. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to contact their candidates within the first three weeks of assignment for teacher candidates or within the first quarter of the assignment for non-teacher candidates. TEA was able to verify initial contact occurred for 8 out of 9 teacher candidates and 18 out of 32 non-teacher candidates. Field supervisor contact logs served as evidence of the requirement met for the teacher, superintendent, educational diagnostician, school librarian, and reading specialist classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct pre- and post-conferences with their assigned candidates. There was sufficient evidence of pre- and post-conferences held in the records reviewed for 8 out of 9 teacher candidates and 29 out of 32 non-teacher candidates. Conference documentation served as evidence of the requirement met. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. There was sufficient evidence that observations met requirements for 8 out of 9 teacher candidates and 27 out of 32 non-teacher candidates. Observation documents served as evidence of the requirement met. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide written observation feedback to the candidate and the assigned cooperating teacher, mentor, and site supervisor. There is sufficient evidence of written observation feedback provided to the assigned candidate and the assigned cooperating



teacher, mentor, and site supervisor for the teacher, superintendent, educational diagnostician, and school librarian classes. [19 TAC §228.35(g) & (h)]

- Field supervisors are required to provide informal observations and coaching to their assigned candidates and collaborate with campus support staff, as appropriate. Field supervisor contact logs served as evidence of the requirement met for all certification classes. [19 TAC §228.35(g) & (h)]

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

- **19 TAC §228.35(a)(5)(A) Coursework & Training: Prior Coursework Policy-Military; 19 TAC §228.35(a)(5)(B) Coursework & Training: Prior Coursework Policy-Non-Military – all classes**  
**Action:** The program is in the process of updating its website. The program will be required to submit the updated website links once they are active.
- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum – School Counselor, Educational Diagnostician, School Librarian, and Reading Specialist classes**  
**Action:** Update the evaluative rubric for each certification class to evaluate the candidate's proficiency in the Texas educator standards related to the certification sought. Submit a blank copy of the evaluative rubric aligned to the Texas educator standards for each certification class identified. Ensure the implementation and consistency of this updated process will occur during this academic year.
- **19 TAC §228.2(31) Campus Supervision: Site Supervisors – Educational Diagnostician and School Librarian classes**  
**Action:** Update the program's training requirement for site supervisors to ensure it occurs within the required timeframe and the training date is retained. Submit a written statement detailing how the program will ensure site supervisors are trained within the required timeframe and a blank copy of the training verification document; if applicable. Ensure the implementation and consistency of this updated process will occur during this academic year.
- **19 TAC §228.35(h) Field Supervision: Field Supervisor Initial Contact – Principal and School Counselor classes**  
**Action:** Update the program's initial contact process to ensure initial contact occurs within the required timeframe and contact information is retained. Submit a written statement detailing how the program will ensure field supervisor initial contact occurs within the required timeframe and a blank copy of the initial contact verification document; if applicable. Ensure the implementation and consistency of this updated process will occur during this academic year.
- **19 TAC §228.35(h) Field Supervision: Observation-Written Feedback – Principal, School Counselor, and Reading Specialist classes**  
**Action:** Update the program's observation written feedback process to retain evidence of the assigned field supervisor providing observation information to the assigned site supervisor. Submit a written statement detailing how the program will ensure the field supervisor provides the assigned site supervisor with the candidate's observation information and a blank copy of the written feedback document; if applicable. Ensure the implementation and consistency of this updated process will occur during this academic year.



### **Recommendations**

- Review the program’s teacher course sequence to ensure candidates have a variety of performance-based assessments throughout their time in the program.

Based on the evidence presented, Sam Houston 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**

- Sam Houston State University submitted a benchmark spreadsheet for each certification class that tracks the completion of requirements. The spreadsheet submitted serves as evidence of the requirement met. [19 TAC §228.40(a)]
- Sam Houston State University has structured assessments to measure candidate progress. Per the status report and course materials submitted, the program has structured performance-based assessments and evaluative rubrics in place to assess candidate proficiency. The program met the requirement. [19 TAC §228.40(a)]
- Sam Houston State University has processes in place to ensure that candidates are prepared to be successful in their certification exams. The program utilizes practice exams to determine test readiness for candidates in all certification classes. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Sam Houston State University uses information from a variety of sources, such as stakeholder meeting feedback, to evaluate program design and delivery. The program meets the requirement. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. The program met the requirement. [19 TAC §228.40(f)]

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

- None

Based on the evidence presented, Sam Houston State University is 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 candidates sign an attestation agreeing to understand and abide by the Texas Educator's Code of Ethics. Evidence, in the form of signed attestations, were found in all of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed attestations served as evidence of compliance.

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

- None

Based on the evidence presented, Sam Houston State University is in compliance with 19 TAC §228.50 - Professional Conduct.

## **Component VII: Complaints Process – 19 TAC §228.70**

### **Findings**

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP & TEA's complaint policies are posted on the program's website. The program met the requirement. [19 TAC §228.70(b)(1-4)]

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

- None

Based on the evidence presented, Sam Houston State University is in compliance with 19 TAC §228.70 – Complaints Process.

## **Component VIII: Certification Procedures – 19 TAC Chapters 228 and 230**

### **Findings**

- Two undergraduate, two ACP, and two PB teacher candidates who reached certification held a degree at the time of standard certification. The EPP verifies program completion for each candidate prior to recommending the standard certificate. Degree transcripts served as evidence of the requirement met. [19 TAC §230.13(a)(1)-(2)]



- Six teacher candidates were issued an intern or probationary certificate and met the coursework, field-based experience, and exam requirements prior to issuance. The program met the requirement as prescribed. [19 TAC §230.36; 19 TAC §230.37]
- Three principal candidates, four superintendent candidates, six educational diagnostician candidates, four school librarian candidates, four reading specialist candidates, and two school counselor candidates reached the point of standard certification. All candidates met the degree requirement for standard certification. One school counselor candidate was admitted prior to the change in the master's degree requirement and met the degree requirement in place at the time. Degree transcripts served as evidence of the requirement met. [19 TAC §239.20; 19 TAC §239.60; 19 TAC §239.84; 19 TAC §239.93; 19 TAC §241.20; 19 TAC §241.60; 19 TAC §242.20]
- Principal candidates are required to hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. Each of the three principal candidates who were standard certified met the requirement. Service records retained in the candidates' files and the valid teaching certificate identified in each educator's ECOS account served as evidence of the requirement met. [19 TAC §241.20; 19 TAC §241.60]
- School counselor candidates, school librarian candidates, and reading specialist candidates are required to have a minimum of two years of experience as a classroom teacher when recommended for standard certification. All standard certified candidates reviewed met the requirement. Service records served as evidence of the requirement met. [19 TAC §239.20; 19 TAC §239.60; 19 TAC §239.93]
- Educational diagnostician candidates are required to hold a valid teaching certificate and must have completed a minimum of three years of experience as a classroom teacher when recommended for standard certification. All standard certified educational diagnostician candidates reviewed met the requirement. Service records retained in the candidates' files and the valid teaching certificate identified in each educator's ECOS account served as evidence of the requirement met. [19 TAC §239.84]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. All standard certified superintendent candidates reviewed held a valid principal certificate when recommended for standard certification. The program met the requirement. [19 TAC §242.20]

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

- None

Based on the evidence presented, Sam Houston 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

- Sam Houston State University has submitted ASEP reports within the timeline required by TEA. For candidates who required revision to their reported data, the EPP submitted the required form to TEA for data revision assistance. The program met the requirement. [19 TAC §229.3(f)(1) and Associated Graphic]
- Fourteen out of 15 teacher files and 58 out of 60 non-teacher files reviewed contained insufficient evidence of the effective date of preparation program admission. TEA was unable to verify if the admission date reported in the ECOS corresponded to the candidate's formal admission date. One teacher and two non-teacher candidates were admitted prior to the effective date rule. The program did not meet the requirement. [19 TAC §229.3(f)(1)]
- Twelve out of 15 teacher candidate files and 50 out of 60 non-teacher candidate files reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA for the year the candidate was admitted. The program met the requirement. [19 TAC §229.3(f)(1)(7)]
- Observation data reported in the ECOS for each of the nine teacher candidates and 15 out of 21 non-teacher candidates corresponded to the observation information in the candidates' records. The program met the requirement for all classes except the Superintendent class. [19 TAC §229.3(f)(1)(1)]

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

- **19 TAC §229.3(f)(1) – Admission date reporting – All classes**  
**Action:** Update the program's admission reporting process for each certification class to ensure the effective date of preparation program admission embedded in the admission letter is the date reported in the ECOS. Submit a written statement identifying the updated reporting process, including the staff member responsible for verifying the reported data is accurate for each certification class.
- **19 TAC §229.3(f)(1) – Non-teacher observation reporting – Superintendent class**  
**Action:** Update the program's observation reporting process to ensure candidate data is reported accurately. Submit a written statement identifying the updated reporting process, including the staff member responsible for verifying the reported data is accurate for each certification class. As of 9/1/2019, non-teacher observation data is required to be reported to TEA.

Based on the evidence presented, Sam Houston State University is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

### Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing effective January 1, 2022. To use the 291 for certification, candidates must be recommended for certification on or before December 30, 2022. To use the



117 for certification, candidates must be recommended for certification on or before October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.

- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be 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 FOR ALL EPPS**

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of the 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 Sam Houston State University staff.

**I, the legal authority for Sam Houston State University, have reviewed the Report and agree that all required corrections will be made on or before December 3, 2022.**

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**Signature of Legal Authority** **Date**

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**Printed Name of Legal Authority** **Date**