

2022–2023 Continuing Approval Review Report

University of Texas at Tyler

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Vanessa Alba, and Director of Educator Preparation Management, Lorrie Ayers, conducted a five-year Continuing Approval Review of the University of Texas at Tyler (UT-Tyler) educator preparation program (EPP) on April 1-June 8, 2023. 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. Sarah Sass, Interim Dean, was identified as the program's Legal Authority. Dr. Yanira Oliveras-Ortiz, Associate Professor and Assistant Director, School of Education, and Dr. Frank Dykes, Professor of Special Education, were identified as the primary EPP contacts for the review process. UT-Tyler was approved as an EPP on May 3, 1973. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 234 finishers for the 2020-2021 reporting year and 276 finishers for 2021-2022.

At the time of the review, UT-Tyler was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. The EPP is approved to prepare and recommend candidates for certification in the undergraduate (U) and post-baccalaureate (PB) routes. While the EPP is approved to offer Teacher certification in the alternative certification (ALT) route, that route was inactive at the time of the review.

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 requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

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 March 16, 2023. Additional EPP documents, including records for 35 candidates, were submitted on March 31, 2023. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

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“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP and no follow-up is required.

GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has not been consistently trained in its roles and responsibilities. [19 TAC §228.20(b)]
Evidence: UT-Tyler was only able to provide a statement of what the EPP does, but not the actual evidence of advisory committee training.
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience for each program in the EPP. [19 TAC §228.20(g)]
6. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: There was insufficient evidence of an exit policy signed by all candidates in the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist programs. Three out of five Principal candidates, four out of five Superintendent candidates, four out of five Educational Diagnostician candidates, and three out of five Reading Specialist candidate files reviewed contained no evidence that the exit policy was reviewed and signed by each candidate.
7. The EPP is approved to offer clinical teaching. [19 TAC §228.10(c)]
8. The EPP has qualified instructors for all certificate categories and classes offered. [19 TAC §228.10(d)(1)]
9. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]
Evidence: UT-Tyler did not retain evidence of the following: Advisory committee training; Exit policy reviewed & signed by candidates in the Principal, Superintendent, Educational Diagnostician, and Reading Specialist programs; Subject-specific content hours for the UG Teacher program; Principal & Superintendent admissions screening instruments; Effective dates of formal admission for the UG Teacher program; Notification to TEA within seven calendar days for candidates in all programs; Program completion evidence for the UG/PB Teacher program; Pre-service requirements for the PB Teacher program; Interactive field-based experience (FBE) hours in the UG/PB Teacher Program; Recommendations to the EPP by the field supervisor & cooperating/mentor teacher, and campus

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administrator, as applicable, in the UG/PB Teacher program; Additional internship documentation for the PB Teacher program; Documentation about certificate deactivation prior to assignment start date in the PB Teacher program; Documentation of ongoing support in the PB Teacher program; Practicum hours in the School Counselor & Educational Diagnostician programs; Proficiency in the standards in all Non-Teacher programs; Practicum placement in the School Counselor program; Successful practicum in the Superintendent, School Counselor, & Educational Diagnostician programs; Cooperating teacher, mentor, site supervisor, & field supervisor qualifications and training in all programs; Initial contact in PB Teacher and all Non-Teacher programs; Pre- & post-observation conferences, educational practices observed, & written feedback in all programs; Informal observations & coaching in all programs, except Educational Diagnostician; Field supervisor collaboration in the PB Teacher, Superintendent, & Reading Specialist programs; Observation duration & format in the School Counselor and Educational Diagnostician programs; Observation number & frequency in the School Counselor & Educational Diagnostician programs; Benchmark documentation in the UG Teacher program; and Test preparation in all programs.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §228.20(b) Governance: Advisory Committee Training
Require the Advisory Committee members to be trained in their roles and responsibilities. Retain evidence per records retention requirements.
2. 19 TAC §228.20(h) Exit Policy
Require all Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist candidates to review and sign the exit policy upon admission. Retain evidence per records retention requirements.
3. 19 TAC §228.40(f) Records Retention
Retain all candidate 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.

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]

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5. The EPP has published information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED

None

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and contingency admission process as required in 19 TAC §227.17 and §227.15. Following are the findings:

FINDINGS

1. Applicants who were admitted met all admission requirements. [19 TAC §227.17(a)]
2. The formal written offer of admission was consistently found in candidates' records. [19 TAC §227.17(b) & (c)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c)]
4. The formal date of admission was not consistently included in the written offer of admission. [19 TAC §227.17(d)]
Evidence: Two out of five UG Teacher records contained an offer of admission that was not included in the formal offer of admission letter. Records for the five Educational Diagnostician candidates reflected an effective date on an offer of admission that was not the initial offer of admission.
5. The ECOS audit trail revealed candidate admission records were not consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e) and §227.15(c)]
Evidence: All candidates must be reported as admitted within the required timeframe. However, in the following programs the following candidates were reported as admitted within seven days: Two out of five PB Teacher candidates; Three out of five Principal candidates; Three out of five Superintendent candidates; Three out of five School Counselor candidates; and Two out of five Educational Diagnostician candidates.
6. Candidates were not provided coursework, training, or test approval prior to formal admission. [19 TAC §227.17(f)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §227.17(d) Formal Admission: Dates
Require the written formal admission offer letter to include the effective date for all UG Teacher candidates and all Educational Diagnostician candidates admitted. Train the Certification Officer on the requirement. Retain evidence per records retention requirements.

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- 19 TAC §227.17(e) Formal Admission: 7-Day Notice of Admission
Notify the TEA within seven calendar days of each candidate’s admission. Retain evidence per records retention requirements.

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, 241, and 242. Following are the findings:

FINDINGS

- The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
- The EPP does not consistently require applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
Evidence: Two out of five UG Teacher candidates had less than the required 12 or 15 subject-specific semester credit hours on the transcripts at admission and there was no evidence that a pre-admission content test (TXPACT) was required.
- The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
- The EPP does not consistently use one or more appropriate screening devices to evaluate the applicant’s appropriateness for the certificate sought. [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]
Evidence: The program only provided evidence of interview questions scored on a rubric for all Principal and Superintendent records reviewed. More than one screen is required for both Principal and Superintendent applicants and a second screen was not provided.
- The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and §227.10(b)]
- The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
- The EPP consistently notifies non-teacher candidates of deficiencies in certification requirements at the time of admission. [19 TAC §227.10(a)(5)]

CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227, 239, 241, and 242 by 5:00 PM CST on Thursday, October 12, 2023.

- 19 TAC §227.10(a)(4) Admission Requirements: Minimum Subject-Specific Content Hours
Require all UG Teacher applicants to have a minimum of 12 semester hours in the content area admitted, 15 semester hours if the content is Math or Science at grade seven or above, or require a TXPACT if the applicant does not meet the minimum subject-specific content hours requirement. Enter subject-specific content hours into the admission record even if the candidate took TXPACT for admission. Train the Certification Officer on the requirement. Retain evidence per records retention requirements.
- 19 TAC §227.10(a)(8) Admission Requirements: Screen
Require all Principal and Superintendent applicants to complete more than one screen to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification

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sought. Utilize a rubric with levels of proficiency and a cut score for each screen. Retain evidence per records retention requirements.

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

FINDINGS

1. Candidates were consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

None

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, published degree plans, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in the Texas Administrative Code and/or Texas Education Code. Following are the findings:

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates and was provided by the approved provider. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas were apparent in the coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in the coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]
Evidence: The Syllabus for EDUC 4057 *Clinical Teaching Seminar* and EDUC 4322 *Teaching Skills EC-6* only identified training in T-TESS. The training in the principal evaluation was not identified as taught.
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]

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8. Instruction in digital learning, virtual instruction, and virtual learning were consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were provided to candidates. [19 TAC §228.30(c)(8)]
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices were provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §228.30(c) Teacher & Principal Evaluation Framework
Require all candidates to receive instruction in the framework for Teacher and Principal evaluation.
Document the training within the syllabus where the training occurs.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information were reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1)]
2. FBE assignments and activities inconsistently meet the requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: Four out of five PB Teacher candidate records reviewed had no evidence of interactive FBE hours in the logs or reflections provided for each.
3. Candidates inconsistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
Evidence: Two out of five PB Teacher candidate records reviewed contained a Benchmark document reflecting a course sequence that does not allow for 150 prescribed clock-hours and 30 clock-hours of FBE prior to internship.
4. The structure of pre-service coursework and training did not allow the EPP to consistently capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)]
Evidence: Two out of five PB Teacher candidate records reviewed contained a Benchmark document reflecting a course sequence that does not allow for 150 prescribed clock-hours and 30 clock-hours of FBE prior to internship.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §228.35(e)(1)(A) FBE: Interactive Hours

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Require FBE to 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.

Utilize the Benchmark document as dated documentation that they were completed in addition to the actual record of FBE completed. Retain evidence per records retention requirements.

2. 19 TAC §228.35(b)(2) Pre-Service Requirements: Coursework

Require all Teacher candidates to complete 150 clock-hours of coursework and/or training that allows candidates to demonstrate proficiency in the required topics prior to clinical teaching or internship. Add the pre-service requirements to the benchmark document and include the date that each candidate completed the requirement. Retain evidence per records retention requirements.

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)-(h).

FINDINGS

1. There was insufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A-B) & 19 TAC §228.35(e)(8)]
Evidence: In the Principal program, three candidates reached the point of practicum. The EPP provided evidence for one candidate who only completed 120.25 practicum clock-hours. The other two candidates met the requirement. In the School Counselor program, three candidates completed the practicum. TEA was not able to verify logs for two candidates because faculty meetings, professional development, and readings were used to meet the 160 clock-hour requirement, which is not allowed. For the third candidate, the EPP self-reported that there was no documentation. In the Reading Specialist program, two candidates reached the point of practicum and one of the two was in process. The EPP self-reported that there was no evidence available for each candidate.
2. Candidates were not consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]
Evidence: In the School Counselor program, the EPP provided evidence for two of the three candidates to verify that the practicum occurred during the school year, but for the third, no evidence was provided. For that reason, TEA was not able to verify when the practicum occurred or if the candidate was in a setting where they had an administrative role over the site supervisor or was related to the field supervisor or site supervisor.
3. There was insufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(8)]

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Evidence: In the Principal program, the three candidates were observed on an observation instrument that only identified tested competencies, and not all standards were listed/identified for each candidate to demonstrate proficiency in all standards required for the certificate. In the Superintendent program, the only evidence provided for each of the three candidates was an email that contained the date & type of observation with a brief statement about what the candidate did. The email was not standards-based. In the School Counselor program, the only evidence provided for two out of three candidates was an email stating the observation was completed. The email was not standards-based. The EPP self-identified there was no evidence for the third candidate. In the Educational Diagnostician program, the EPP provided observation documentation that captured levels of proficiency for broad standards only and not for indicators within the standards. In the Reading Specialist program, the EPP provided no evidence for either of the two candidates during the supervised practicum.

4. Candidates were not consistently assigned appropriately qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]

Evidence: For the two Reading Specialist candidates that reached the point of practicum, one site supervisor was an Assistant Principal and the other was a School Librarian. No additional documentation was provided to support the rationale for the placement. For the three School Counselor candidates that reached the point of practicum, the EPP self-reported that they had no evidence of a site supervisor for one candidate, and for the other two, the EPP did not provide all qualifications as evidence that they were qualified. For the three Superintendent candidates who reached the point of practicum, the EPP did not provide evidence of qualifications for each.

5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26), & (33)]

Evidence: Two out of five PB Teacher mentors assigned to candidates were missing evidence of one or more qualifications and one PB Teacher cooperating teacher assigned to a clinical teacher was missing evidence of experience and accomplishment. In the Principal class, the EPP provided evidence of certification for the three site supervisors assigned to the candidates, but the qualifications were self-identified which is not acceptable evidence. In the School Counselor and the Educational Diagnostician classes, the site supervisors self-identified qualifications which is not acceptable evidence, and for some, the EPP reported that there was no evidence. In the Reading Specialist program, the EPP only provided evidence of site supervisor certification and service records for the two that were assigned to the two candidates who started the practicum. The rest of the qualifications were not provided. One was an Assistant Principal and the other was a School Librarian.

6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]

Evidence: In the UG and PB Teacher programs, the EPP provided a cooperating teacher/mentor handbook to the four cooperating teachers/mentors assigned to candidates. The fifth UG candidate had not yet started clinical teaching. There was no evidence that the cooperating teacher signed that they had received the handbook and no evidence of research-based coaching & mentoring training contained within the handbook. In the Principal and School Counselor programs, there was no evidence of training provided for any of the site supervisors assigned to each of the three candidates who started the practicum. In the Educational Diagnostician program, the EPP provided sign-in sheets as evidence of training for site supervisors assigned to two of the three candidates

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that started the practicum and there was no evidence of training provided for the site supervisor assigned to the third candidate.

7. Candidates were not consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)-(h)]

Evidence: In the School Counselor program, there was evidence that a field supervisor was assigned to two out of three candidates who started the practicum. There was no evidence provided for the third candidate.

8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]

Evidence: For three out of four candidates who had started the clinical experience in each of the UG and PB Teacher programs, evidence of one or more qualifications was missing. UG Teacher field supervisors were all missing evidence of accomplishment as an educator. In the PB Teacher program, one or more qualifications were missing, and accomplishment as an educator was one of the requirements missing. In the Principal program, the EPP only provided the educator certificates for the field supervisors assigned to the three candidates who started the practicum, and evidence of the remaining qualifications was not provided. One of the three candidates appeared to have two field supervisors, but the EPP did not provide evidence of qualifications for both field supervisors assigned. In the Superintendent program, the EPP provided valid educator certificates for the field supervisors assigned to the three candidates who started the practicum, and evidence of the remaining qualifications was not provided. In the School Counselor program, the EPP provided valid educator certificates for the field supervisors assigned to two out of three candidates who started the practicum, and the rest of the qualifications were not provided. The EPP verified that no evidence was available for the field supervisor assigned to the third candidate. The field supervisors self-verified their qualifications.

In the Educational Diagnostician program, the EPP provided a valid educator certificate and evidence of experience for the three candidates who started the practicum. Evidence of accomplishment as an educator was not clear and could not be determined by TEA. In the Reading Specialist program, the program provided a valid educator certificate and no other evidence of qualifications for the field supervisor assigned to one out of two candidates who started the practicum. The other candidate had two field supervisors and there was no evidence of qualifications provided for each.

9. Training was not consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g) & (h)]

Evidence: In the UG Teacher program, the EPP provided old training that contained outdated information to field supervisors assigned to three out of four candidates who started the clinical experience. The EPP provided evidence that all field supervisors assigned to the four candidates were either a T-TESS certified appraiser or attended a TEA-approved observation training. In the PB Teacher program, the EPP provided no evidence of training or provided training evidence from 2020 per the sign-in sheets provided. In the Principal program, the EPP provided evidence that the field supervisor was T-TESS trained, but did not provide the required evidence of Field Supervisor Coaching Training, which is the only acceptable evidence of statewide training for non-teacher field supervisors. In the Superintendent program, the EPP provided evidence of Field Supervisor Coaching Training provided by ESC 12 for the field supervisors assigned to the three candidates who started the practicum, but there was no evidence of local training. In the School Counselor

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program, the EPP self-reported that there was no evidence of Field Supervisor Coaching Training or local training for the field supervisors assigned to the three candidates who started the practicum. In the Reading Specialist program, the EPP provided evidence that the field supervisor assigned to one out of two candidates who started the practicum was trained as a T-TESS trainer in 2023 after the candidate had completed the practicum, which did not meet the requirements for field supervisors of non-teacher candidates. There was no evidence provided for the field supervisor assigned to the second candidate who started the practicum.

10. There was insufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g) & (h)]

Evidence: In the School Counselor program, the EPP did not provide observation documentation for one out of three candidates and TEA could not determine if the first observation was conducted within the first third of the practicum as required. In the Educational Diagnostician program, the program provided observation documentation that was missing information or illegible and it could not be determined if the first observation for each was conducted within the first third of the practicum as required.

11. Candidates did not receive the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g) & (h)]

Evidence: In the School Counselor program, the EPP provided evidence of the required observations by the field supervisor for two out of three candidates observed during the clinical experience. The EPP self-reported that no observation documentation was available for the third candidate. In the Educational Diagnostician program, the EPP provided evidence of the required observations by the field supervisor for one out of three candidates observed during the clinical experience. The documentation provided for the other two candidates was missing or illegible and the information could not be verified.

12. There was insufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)]

Evidence: In the UG Teacher program, the EPP provided evidence of the POP cycle that contained observation evidence that was unclear for two out of the four candidates who completed clinical teaching. In the PB Teacher program, the EPP provided some observations that were missing evidence of a pre-conference. In the Principal program, the EPP provided evidence of a pre-and post-observation conference for two out of three candidates. The third candidate just answered questions and returned them to the field supervisor. In the School Counselor program, the program provided evidence of a pre-and post-observation conference for two out of three candidates, but it was self-verified. The program provided no evidence for the third candidate. In the Educational Diagnostician program, the EPP provided evidence of a pre-and post-observation conference for two out of three candidates, but no evidence for the third. In the Reading Specialist program, the EPP provided evidence for only a post-observation conference for two out of three candidates and the third had both a pre-and post-observation conference.

13. Field supervisors did not consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)(E)]

Evidence: In the UG Teacher program, field supervisors captured minimal evidence of educational practices observed or did not capture educational practices observed consistently within an

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observation or across all observations for three out of the four candidates who completed clinical teaching. In the PB Teacher program, field supervisors captured minimal evidence of educational practices observed with some areas scored on the observation instruments. Other field supervisors did not capture educational practices observed on the observation documents. It was also noted that some observation documents just contained evidence of the guidance given. The depth of educational practices observed seemed to be dependent on the field supervisor who conducted the observations. In the Principal, Superintendent, and Educational Diagnostician programs, the field supervisors provided a brief statement for each observation for the three candidates in each program that completed the supervised clinical experience but did not document educational practices observed. In the School Counselor program, the EPP provided three emails for each of the three candidates that contained information that a pre- and post-observation conference occurred with dates for each observation and the number of minutes for each observation. There was no evidence on any of the documentation provided of educational practices observed by the field supervisor during the observations.

14. There was insufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: There was no evidence provided by the program of ongoing support for any of the candidates in the following programs: UG & PB Teacher, Principal, Superintendent, School Counselor, and Reading Specialist.
15. There was insufficient evidence that the EPP communicated the requirements of a certificate deactivation to the candidates and campus personnel prior to the start of the clinical experience. [19 TAC §228.35(e)(2)(B)(viii)]
Evidence: In the PB Teacher program, the EPP did not notify two out of the four candidates or their campus or district personnel about the deactivation rules prior to the internship start date.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e) by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum
Require a practicum for a minimum of 160 clock-hours in the Principal, School Counselor, and Educational Diagnostician programs. Document the requirement and the date completed in the Benchmark document for each candidate. Retain evidence per records retention requirements.
2. 19 TAC §228.35(e)(8)(B) Skills Implementation: Practicum Setting
Require practicum to not take place exclusively during a summer recess for the School Counselor program. Train the field supervisors in the requirement. Retain evidence per records retention requirements.
3. 19 TAC §228.35(e)(8)(C) Skills Implementation: Practicum Setting
Require the practicum to not take place in a setting where the School Counselor candidate:
 - (i) has an administrative role over the site supervisor, or
 - (ii) is related to the field supervisor or site supervisor.Train the field supervisors in the requirement.

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- Retain evidence per records retention requirements.
4. 19 TAC §228.2(14), §228.2 (26), and §228.2(33) Campus Supervision: Qualifications of Cooperating Teachers, Mentors, Site Supervisors
Require all cooperating teachers, mentors, and site supervisors in the PB Teacher and all Non-Teacher programs to be qualified:
 - Three years of experience in the class of certification;
 - Accomplished educator as shown by student learning; and
 - Currently certified in the certification category or class for which the candidate is seeking certification.Retain evidence per records retention requirements.
 5. 19 TAC §228.35(f) Campus Supervision: Qualified Site Supervisors
If an individual who meets the certification category and/or experience criteria for a site supervisor is not available for the Superintendent and Reading Specialist programs, assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria
Retain evidence per records retention requirements.
 6. 19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors
Require cooperating teachers, mentors, and site supervisors to be trained within three weeks of being assigned to a clinical teacher, intern, or practicum candidate in the following programs: UG & PB Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician.
Retain evidence per records retention requirements.
 7. 19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications
In all programs, require field supervisors (to be qualified. The field supervisor must:
 - Be currently certified;
 - Preferably have advanced credentials;
 - Have at least three years of experience and current certification in the class in which supervision is provided; and
 - Be an accomplished educator as shown by student learning.Train field supervisors in the requirement.
Retain evidence per records retention requirements.
 8. 19 TAC §228.35(g) & §228.35(h) Field Supervision: Field Supervisor Training
Require all field supervisors to have local field supervisor training; and require field supervisors for Teacher candidates to complete statewide field supervisor observation training or hold a current T-TESS training. Require field supervisors for non-Teachers to complete statewide coaching training. Reference [Teach for Texas](#) for the specific requirements and guidance regarding training for field supervisors of Teacher and non-Teacher candidates.
Train field supervisors in the requirement.
Retain evidence per records retention requirements.
 9. 19 TAC §228.35(h) Field Supervision: Practicum-Observation Number & Frequency
In the School Counselor and Educational Diagnostician programs, require the field supervisor to provide a minimum of one formal observation within each of the first, second, and final third of the practicum.
Train field supervisors about the requirements during local training.
Retain evidence per records retention requirements.
 10. 19 TAC §228.35(g) & §228.35(h) Field Supervision: Pre- and Post-Conferences
For each formal observation of the candidate by the field supervisor, require an individualized pre-observation conference with the candidate, and following the formal observation, provide written feedback through an individualized, synchronous, and interactive post-observation conference with

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the candidate. Neither the pre-observation conference nor the post-observation conference need to be onsite.

Train field supervisors about the requirements during local training.

Retain evidence per records retention requirements.

11. 19 TAC §228.35(g), §228.35(h) Field Supervision: Educational Practices Observed
Require the field supervisor to document educational practices observed during each formal observation. Train field supervisors about the requirements during local training.
Retain evidence per records retention requirements.
12. 19 TAC §228.35(g), §228.35(h) Field Supervision: Informal Observations & Ongoing Coaching
Require field supervisors to provide informal observations and coaching. Train field supervisors about the requirements during local training.
Retain evidence per records retention requirements.
13. 19 TAC §228.35(e)(2)(B)(viii) Skills Implementation: Notification of Certificate Deactivation
Require the EPP to communicate the requirements in clause (vii) of this subparagraph regarding certificate deactivation rules to candidates and campus or district personnel prior to the assignment start date.
Retain evidence per records retention requirements.

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials was reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). Following are the findings:

FINDINGS

1. There is insufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: In the PB Teacher program, the EPP provided no evidence of collaboration between the field supervisor and mentor teacher for the four candidates who completed the supervised clinical experience. In the Superintendent, School Counselor, and Reading Specialist programs, the EPP provided no evidence of collaboration between the field supervisor and site supervisor for the three Superintendent, three School Counselor, and two Reading Specialist candidates who completed the supervised clinical experience.
2. There is insufficient evidence that the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: In the PB Teacher program, there was no initial contact evidence provided for the four candidates who completed the clinical experience. There was no evidence of initial contact within the first quarter of the assignment by the field supervisor assigned to any candidate that started the practicum in all non-teacher programs: Principal (three candidates), Superintendent (three candidates), School Counselor (three candidates), Educational Diagnostician (three candidates), and Reading Specialist (two candidates).

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3. There is insufficient evidence that the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g) & (h)]

Evidence: In the UG Teacher program, the EPP provided evidence for the four candidates that copies of feedback were provided to the principal instead of the cooperating teacher. In the PB Teacher program, the program provided evidence for the one out of four candidates that completed clinical teaching noting that the principal was copied, but not the cooperating teacher as required. In the Superintendent, School Counselor, and Educational Diagnostician programs, the EPP did not provide evidence that the written feedback was provided to any of the site supervisors assigned to the three Superintendent, three School Counselor, or three Educational Diagnostician candidates. In the Reading Specialist program, the EPP only provided written feedback to one out of two site supervisors assigned to candidates.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences to ensure the EPP staff collaborates with the campus personnel and candidate as needed to support candidate success in the supervised clinical experience as required in 19 TAC §228.35(g) & (h) by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §228.35(g) & §228.35(h) Field Supervision: Field Supervisor Collaboration
Require the field supervisor to collaborate with the candidate, cooperating teacher/mentor, and campus administrator throughout clinical teaching/internship. Require the field supervisor to collaborate with the candidate and site supervisor throughout the practicum experience. Utilize the benchmark document as a record of collaboration and the dates it occurred.
Train field supervisors about the requirements during local training.
Retain evidence per records retention requirements.
2. 19 TAC §228.35(g) & §228.35(h) Field Supervision: Field Supervisor Initial Contact
Require all Teacher candidates to have an initial contact by the field supervisor within the first three weeks of assignment to the candidate.
Require all Non-Teacher candidates to have an initial contact by the field supervisor within the first quarter of assignment to the candidate.
Initial contact may be by phone, email, or other electronic communication.
Train field supervisors about the requirements during local training.
Retain evidence per records retention requirements.
3. 19 TAC §228.35(g) & §228.35(h) Field Supervision: Observation-Written Feedback
Require the field supervisor to provide a copy of the written feedback to:
 - Candidate's cooperating teacher or mentor for Teacher candidates.
 - Candidate's site supervisor for non-Teacher candidates.Train field supervisors about the requirements during local training.
Retain evidence per records retention requirements.

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13]
Following are the findings:

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FINDINGS

1. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidates' records. Following are the findings:

FINDINGS

1. Candidates were inconsistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
Evidence: All five Superintendent candidates were identified as PB when they were ACP candidates as noted that an additional advanced degree was not awarded to those that reached the point of standard certification.
2. Admission data were not reported accurately according to information in candidate admission letters. [19 TAC §229.3]
Evidence: One out of five UG Teacher and two out of five PB Teacher candidate admission dates reported did not correspond to the admission dates in records.
3. Admission data were inconsistently reported to TEA within seven calendar days. [19 TAC §229.3]
Evidence: Three out of five Principal candidate admission dates were reported to TEA within seven calendar days. Three out of five Superintendent candidate admission dates were reported to TEA within seven calendar days. Three out of five School Counselor candidate admission dates were reported to TEA within seven calendar days.
4. GPA and content hour data were inconsistently reported accurately according to information in candidate transcripts. [19 TAC §229.3]
Evidence: In the UG Teacher program the GPA reported for two out of five candidates did not correspond to the GPA in candidate transcripts. The content hours reported did not correspond to content hours in the transcripts for four out of five candidates. In the PB Teacher program, three out of five candidate content hours reported did not correspond to candidate transcripts. In the Educational Diagnostician program, the GPA reported for one out of five candidates did not correspond to the GPA in the transcript, and the GPA was not reported for the second candidate.

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5. Observation dates and durations were not reported as detailed in observation documents. [19 TAC §229.3 & §229.4]

Evidence: Three out of five UG Teacher and three out of five PB Teacher candidate records contained observation data that did not correspond to what was reported in ECOS. Two out of three Principal candidate records contained observation data that did not correspond to what was in the candidate record. For one out of three Superintendent candidates and two out of three School Counselor candidates, records contained observation data that did not correspond to data reported in ECOS. Observations were expected but not found for the third School Counselor candidate. In the Reading Specialist program, one out of two candidate observation data reported did not correspond to what was in the candidate record and the second candidate was in progress.

CORRECTIVE ACTION REQUIRED

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported: Accurately Accurately report all data.

Teacher Class:

- The formal offer of admission in records must correspond to the dates reported.
- GPA in candidate records must correspond to the GPA reported.
- Content hours in records must correspond to content hours reported.

Principal Class:

- Admission must be reported within seven calendar days.
- Observation durations in records must correspond to the observation durations reported.

Superintendent Class:

- Admission must be reported within seven calendar days.
- Candidates must be correctly identified on the Finisher Record List as ACP or Post-Bac (PB). All candidates were ACP because they did not earn another advanced degree with certification and were incorrectly reported as PB. Because UT Tyler is not approved to offer the ACP route for Superintendent certification, you may submit an application for an EPP amendment to add it. There is no fee to do so. Reference [19 §TAC 228.20\(e\)](#) for EPP amendment information.
- Observation durations in records must correspond to the observation durations reported.
- Observations must occur in thirds throughout the practicum.

School Counselor Class:

- Admission must be reported within seven calendar days.
- Correctly identify candidates as ACP if they already hold a master's degree and are only seeking certification.
- Observation dates in records must correspond to the observation dates reported.

Educational Diagnostician Class:

- GPA in candidate records must correspond to the GPA reported.
- GPA must be reported.

Reading Specialist Class:

- Observation duration in records must correspond to the observation duration reported.

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PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED

Syllabi, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]

2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]

3. The EPP has not integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]

Evidence: There was no evidence provided that candidates who completed the clinical experience in the Principal, Superintendent, School Counselor, Educational Diagnostician, or Reading Specialist programs met the requirement.

4. As required under TEC 21.044 (a-1), there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:

- provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
- reduce barriers in instruction;
- provide appropriate accommodations, supports, and challenges; and
- maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: There was no evidence provided on any observation instrument that candidates who completed the clinical experience in the Principal, Superintendent, School Counselor, Educational Diagnostician, or Reading Specialist programs demonstrated competency as required.

5. In the supervised clinical experience, there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: There was no evidence provided on any observation instrument that candidate demonstration of competency was captured for candidates that completed the clinical experience in

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the Principal, Superintendent, School Counselor, Educational Diagnostician, or Reading Specialist programs.

CORRECTIVE ACTION REQUIRED

The EPP must update coursework and requirements for the supervised clinical experience to meet the requirements in 19 TAC §228.30(c)(9) and TEC 21.044 (a-1) by 5:00 PM CST on Thursday, October 12, 2023.

1. 19 TAC §228.35(e)(8) Skills Implementation: Successful Practicum Experience
Require all non-teacher candidates to be observed by the field supervisor on an observation instrument that includes competency in the use of proactive instructional planning techniques and integrating inclusive practices for all students, including students with disabilities in the clinical experience (practicum). Retain evidence per records retention requirements.

RECOMMENDATIONS

- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- 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, clinical teaching, internship, practicum, 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 education specialist assigned to the program.