



2020 – 2021 Continuing Approval Review Report University of Houston-Victoria

PURPOSE

Texas Education Agency (TEA) Program Specialist, Angela Von Hatten, conducted a five-year Desk Continuing Approval Review of the educator preparation program (EPP) for the University of Houston-Victoria on January 25, 2021. Due to COVID-19, the EPP requested an extension for submitting candidate records. Records were obtained from the EPP on February 12, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Rachel Martinez was identified as the program Legal Authority and Dr. Estelle De Los Santos was identified as the primary EPP contact for the review process. The University of Houston-Victoria was approved as an EPP on June 11, 1976. At the time of the review, the EPP was rated Accredited -Warned (Year One). The risk level was Stage 2 (medium). The EPP reported 173 finishers for the 2018-2019 reporting year and 102 finishers for 2019-2020.

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

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers 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: Dr. Rachel Martinez, Dr. Estelle De Los Santos, Mary Laster, and Keri Waligura.

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 January 11, 2021. Additional EPP documents, including records for 57 candidates, were submitted on



February 12, 2021. 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

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- Per the program’s status report, it was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- Per the program’s status report, the governing body has provided sufficient support and resources to its programs. The legal authority’s participation in all aspects of the review served as evidence of compliance. The program met the requirement. [19 TAC §228.20(c)]
- University of Houston – Victoria has a published calendar of activities for each of its programs. The program met this requirement. [19 TAC §228.20(g)]
- University of Houston – Victoria submitted the Status Report for the EPP Review on January 11, 2021, as required. [19 TAC §228.10(b)(1)]
- University of Houston - Victoria has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 25, 2013. The application is on file with TEA. The program met this requirement. [19 TAC §228.10(c)]

Next Steps to be Addressed

- None

Recommendations

- Subscribe to the weekly EPP newsletter.

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

COMPONENT II: ADMISSION - 19 TAC Chapter 227



Findings

- The University of Houston-Victoria has informed applicants of the required information about the EPP. Admission requirements, EPP completion, the effects of supply and demand, and the performance of the EPP over time for the past five years were found on the new [Notification for All Certification Areas](#) webpage. Admission requirements for each certificate class are also listed on each class webpage. The program met the requirement. [19 TAC §227.1(c)(1-3)]
- The University of Houston-Victoria has informed applicants and candidates about the required information regarding criminal history. The information was found on the Notification for All Certification Areas webpage. The program met the requirement. [19 TAC §227.1(d)]
- A total of 57 files were reviewed for admission requirements. They included five (5) undergraduate teacher files, five (5) post-baccalaureate (PB) teacher files, five (5) alternative certification program (ACP) teacher files, and 42 non-teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled at the time of admission. Five (5) PB and five (5) ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. Forty-two non-teacher candidates held the required degree at the time of admission. Ten (10) principal/PIL and five (5) reading specialist candidates held the minimum of a bachelor's degree at the time of admission. Eight (8) superintendent candidates held a master's degree at the time of admission. One (1) educational diagnostician candidate was reported as a PB candidate, but the candidate obtained certification only. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.5-3.7. The program requirement for teacher admission is 2.5. The non-teacher GPA range was 2.5-4. The program requirement for non-teacher admission is 2.5. The last 60 hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [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 pass a pre-admission content test (TX PACT) prior to admission. 15 out of 15 files (100%) met the requirement. One candidate did not meet the content hour requirement and took the previous PACT exam for program admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher files reviewed met the minimum certification and degree requirements prior to admission. Transcripts, service records, and certification look-ups served as evidence of compliance. 9 out of 10 (90%) principal candidate records, 7 out of 8 (87%) superintendent candidate records, 9 out of 9 (100%) school counseling candidates, seven (7) out of ten (70%) educational diagnostician candidate records, and four (4) out of five (5) (80%) reading specialist candidate records include the required information. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]



- Applicants must demonstrate basic skills prior to admission. Five (5) undergraduate teacher applicants met the requirement with coursework taken through the university. Ten (10) PB and ACP teacher candidates met the requirement with official transcripts noting a degree conferred. 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. Five (5) undergraduate candidates met this requirement through coursework taken at the university. Ten (10) PB and ACP teacher candidates and 42 non-teacher candidates met this requirement through the degree conferred before admission. Two (2) non-teacher candidates obtained degrees outside of the United States in a country where English is not the primary language. Candidates who obtain a degree in non-English speaking countries are required to take the TOEFL exam. One (1) out of two (2) candidate records included TOEFL exam scores. The program did not meet this requirement for the Educational Diagnostician class as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. 15 teacher candidate records included interviews with rubrics used as admission screeners. Non-teacher candidate records did not include admission screeners. The program did not meet this requirement for the non-teacher classes offered by the program. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 57 files reviewed contained a completed application. The program met the requirement. [19 TAC §227.10(a)(8)]
- Non-teacher candidates are required to submit an educational philosophy paper related to the certificate class sought. Ten (10) principal candidate records, six (6) out of eight (8) superintendent candidate records, eight (8) out of nine (9) school counselor candidate records, ten (10) educational diagnostician candidate records, and four (4) out of five (5) reading specialist candidate records include evidence of this additional requirement. The program met the requirement. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted with the formal admission date embedded in writing from the program. Some of the school counselor candidates were admitted conditionally to the program. Conditionally admission is not an EPP admission route in TAC. The university can admit candidates contingently if the admission route is offered through the university. For EPP admission, candidates can be admitted formally or contingently. The effective date of formal admission was found in the letters for 15 teacher candidates, ten (10) principal candidates, eight (8) superintendent candidates, nine (9) school counselor candidates, and four (4) out of five (5) reading specialist candidates. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. School counselor candidate records included university and EPP admission dates. The admission dates reported for three (3) out of nine (9) school counseling candidates do not match the admission dates reported to TEA. Formal admission letters for three (3) superintendent candidates and three (3) school counseling candidates include letter notification dates that are after the candidate's admission date. Programs are required to report admission to TEA within seven (7) calendar days of the candidate's formal admission date. Formal



admission for 14 out of 15 teacher candidates, nine (9) out of ten (10) principal candidates, five (5) out of eight (8) superintendent candidates, six (6) out of nine (9) school counselor candidates, seven (7) out of ten (10) educational diagnostician candidates, and four (4) out of five (5) reading specialist candidates were reported to TEA within seven (7) calendar days. The program did not meet this requirement. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(e); 19 TAC §227.17(f); 19 TAC §227.15]

Next Steps to be Addressed

- **19 TAC §227.10(a)(7) Admission Requirements: English Language Proficiency**
Action: Educational Diagnostician class – Update the program’s admission record retention policy to ensure all admission documents are kept in the candidate’s file, including TOEFL exam scores. Submit a statement detailing the updated process (ex: which EPP staff member will be responsible for retaining TOEFL exam scores?).
- **19 TAC §227.10(a)(8) Admission Requirements: Screen**
Action: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the program’s admission screening process to require each applicant to be screened prior to admission. Submit a copy of the screener and rubric for each non-teacher class.
- **19 TAC §227.17(d) Formal Admission: Dates**
Action: Superintendent and School Counselor class – Update the program’s admission process to admit candidates either formally or contingently. Update the program’s admission process of notifying candidates of program admission. Review the formal and contingent TAC rules and provide a statement detailing the program’s updated admission process.
- **19 TAC §227.17(e) Formal Admission: 7-day Notice of Admission**
Action: Superintendent, School Counselor, and Educational Diagnostician classes – Update the program’s formal admission reporting process to ensure the program is reporting admission within the required timeframe. Submit a statement detailing the program’s updated admission reporting process (ex: which EPP staff member is responsible for reporting admission to TEA?).

The program’s formal admission letter allows candidates to either accept or deny admission within 10 business days from the letter notification date. Since programs are required to report admission to TEA within 7 calendar days, the timeframe listed on the admission letter is outside of the 7-day notification requirement.

Recommendation

- It is recommended to identify the admission TAC linked on the Notifications for All Certification Areas webpage. The link found on the webpage does not include context about the purpose of the link.
- It is recommended to review the certification routes (undergraduate/traditional, alternative, and post-baccalaureate) to ensure the program is admitting candidates in the correct route.



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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance.
- University of Houston – Victoria 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. The program met the requirement. [19 TAC §228.30(a)]
- University of Houston – Victoria uses assessments to measure candidate progress. The EPP submitted lesson plan templates and rubrics, a micro lesson plan rubric, a case study example, and its rubric. The program met the requirement. [19 TAC §228.40(a)]
- Per the status report, the University of Houston – Victoria curriculum is research-based. The program met the requirement. [19 TAC §228.30(b)]
- Per the status report and additional information program, 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. Course syllabi were used as evidence of compliance. The program met the requirement. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in various teacher courses such as LITY 3352. Per the status report, the program met the requirement. [19 TAC §228.30(d)(3)]
- Per the status report, the program provides coursework in instructional planning and delivery are taught. The program met the requirement. [19 TAC §228.30(d)(4)]
- Per the status report, the program provides coursework in the knowledge of students and student learning. The program met the requirement. [19 TAC §228.30(d)(4)(B)]
- Per the status report, the program provides coursework in the learning environment. The program met the requirement. [19 TAC §228.30(d)(4)(D)]
- Per the status report, the program provides coursework in data-driven practice. The program met the requirement. [19 TAC §228.30(d)(4)(E)]
- Per the status report, the program provides coursework in professional practices and responsibilities. The program met the requirement. [19 TAC §228.30(d)(4)(F)]
- Per the status report and course syllabi, principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards. The program met this requirement. [19 TAC §228.30(e)]

Next Steps to be Addressed

- None



Recommendations

- It is recommended to review the program's curriculum to ensure candidates are provided with opportunities to demonstrate content knowledge in various settings.

Based on the evidence presented, the University of Houston – Victoria is in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- The University of Houston – Victoria provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Course syllabi were used to verify preparation and training. The program met the requirement. [19 TAC §228.35(a)(1-2)]
- Eight (8) teacher candidates and 16 non-teacher candidates reached the point of standard certification. Degree plans, course lists, and certificate lookups were used as evidence of standard certification. The program met the requirement. [19 TAC §228.35(a)(3)]
- The University of Houston – Victoria has procedures for allowing relevant military and non-military experiences, education, or training. The TAC rules are evident on the program's Notification for All Certification Areas webpage. The program met the requirement. [19 TAC §228.35(a)(5)(A-B)]
- The University of Houston – Victoria offers some coursework online in the various certification fields and classes. Since the program is offered through a university, online coursework is accredited through SACS. The program met the requirement. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification receive coursework that exceeds the 300 clock hours of required coursework and training. Course lists and degree plans were used to verify coursework hours obtained. The program met the requirement. [19 TAC §228.35(b)]
- Eight (8) out of 15 of the teacher candidate records include evidence of field-based experiences (FBEs) completed prior to clinical teaching or internship. Field-based experience logs were used as evidence. The EPP requires candidates to identify if FBE hours are interactive or electronic on the FBE log. Candidates are also required to submit a written reflection after each field-based experience. The program required candidates to reflect but did not retain documentation of all reflections. The program did not meet this requirement for the teacher class. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Course syllabi, transcripts, and course lists were used to verify that candidates completed required coursework in specified topics and FBEs prior to clinical teaching or internship. The program met the requirement. [19 TAC §228.35(b)(2)]
- Candidates in the non-teacher class are required to earn 200 clock hours of coursework and training. Degree plans and course lists were used to verify coursework hours obtained. The program recognized coursework taken prior to program admission for one superintendent candidate and one educational diagnostician candidate who took



coursework through the university. The program met the requirement. [19 TAC §228.35(c)]

- Eight (8) out of 15 teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Six (6) of the eight (8) clinical teaching candidate records do not include evidence of candidates completing the minimum number of clinical teaching days required. Candidates certifying in Core Subjects EC-6 and Core Subjects 4-8 are required to work in two clinical teaching assignments. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained for five (5) out of eight (8) candidates. The program did not meet the requirement for the teacher class. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers are required to provide recommendations to the EPP regarding candidate success in clinical teaching. The EPP was unable to provide evidence of the required recommendations for all standard certified teacher candidates chosen for this review. The program did not meet the requirement as prescribed for the teacher class. [19 TAC §228.35(e)(2)(A)(iii)]
- Five (5) out of eight (8) teacher candidate records include training experiences with a full range of professional responsibilities including the start of the school year. This was verified with the observation logs submitted. The program did not meet this requirement for the teacher class. [19 TAC §228.35(4)]
- All clinical teaching assignments were in public schools per observation documentation provided. The program met this requirement. [19 TAC §228.35(e)(6)]
- Out of 30 non-teacher candidates who made it to the practicum stage, candidate records for five (5) out of nine (9) principal candidates, eight (8) school counselor candidates, six (6) out of ten (10) educational diagnostician candidates, and one (1) reading specialist candidate provided evidence of a completed practicum that meets or exceeded the 160 clock-hour requirement. Two (2) superintendent candidate records list less than 160 hours for each candidate's practicum. Candidate proficiency in the educator standards is required to be determined during the practicum. The field supervisor used a standards-based observation instrument to document candidate proficiency. TEA could verify candidate proficiency for 20 out of 30 non-teacher candidates. Three non-teacher candidates are currently in their practicum. The program did not meet the requirement as prescribed for all non-teacher classes. The school counseling class met the requirements for the practicum hours 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. The EPP reported verbal recommendations were given. Since the program did not retain documentation of each recommendation, the program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- Candidates who participated in clinical teaching or a practicum were assigned to a cooperating teacher or site supervisor. 27 out of 30 non-teacher candidates and eight (8) clinical teacher candidates were assigned to cooperating teachers and site supervisors. The program met the requirement. [19 TAC §228.35(f)]



- Of the 27 site supervisors, 25 held the required credentials. The EPP was 92% compliant for the non-teacher class. All eight (8) cooperating teachers (100%) held the required credentials. The program met the requirement. [19 TAC §228.2(14); 19 TAC §228.2(26); 19 TAC §228.2(33)]
- Cooperating teachers and site supervisors are required to be trained within three weeks of assignment to the candidate. The EPP is responsible for providing cooperating teacher and/or site supervisor training that relies on scientifically-based research. The program may allow the training to be provided by a school, district, or regional education service center if properly documented. The program stated they provide training via phone calls. They will now retain documentation of training. The program did not meet the requirement for the non-teacher class. [19 TAC § 228.2(14); 19 TAC §228.2(26); 19 TAC §228.2(33); 19 TAC §228.35(f)]
- Candidates who participated in clinical teaching or a practicum were assigned to a field supervisor. 13 out of 30 non-teacher and eight (8) clinical teacher candidate records include evidence of candidates assigned to field supervisors. The program did not meet this requirement for the non-teacher class. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors must hold the required credentials appropriate for the candidate supervised. All 8 (100%) of the teacher candidate field supervisors held the required credentials and 13 out of 30 (43%) of the non-teacher candidate field supervisors held the required credentials. The program did not meet the requirement for the non-teacher class. [19 TAC §228.2(16)]
- Five (5) out of eight (8) teacher field supervisors (63%) were trained and 11 out of 30 non-teacher field supervisors (36%) were trained within three weeks of assignment to the assigned candidate. The program provided a list of training dates as evidence. The program did not meet the requirement for all classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to initiate first contact with each assigned candidate within the first three weeks of assignment for teacher candidates or within the first quarter of the assignment for non-teacher candidates. With the candidate records provided, TEA cannot verify initial contact for the 57 candidates reviewed. The program reported that initial contact is conducted on the first day of class (SPED 6305) for educational diagnostician candidates. TEA cannot confirm the date of the first day of class to verify first contact occurred within the required timeframe. The program did not meet the requirement. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct pre-conferences and provide written observation feedback through a post-conference to each assigned candidate for each required observation. Field supervisors are also required to identify educational practices observed, provide informal coaching and ongoing support to each candidate and collaborate with the candidate, the program, and the cooperating teacher or site supervisor. Two (2) out of eight (8) teacher and seven (7) out of 30 non-teacher candidate records include pre- and post-conference, educational practices observed, ongoing support, coaching, and collaboration evidence. The program is 25% compliant for the teacher class and 23% compliant for the non-teacher classes. The program did not meet the requirement. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. For the teacher class, one (1) candidate is currently



enrolled in the clinical teaching placement. Four (4) out of seven (7) teacher records include observation information that meets requirements. One (1) teacher candidate worked in a clinical teaching placement during COVID. The observation requirements for this candidate were waived due to COVID. One (1) teacher candidate received the first observation six weeks from the start of the placement. This does not follow the observation frequency requirement. For the non-teacher classes, one (1) principal candidate is currently working in a practicum. Two (2) non-teacher candidates completed a practicum during COVID. The observation requirements for those candidates were waived. Out of 28 non-teacher candidates, six (6) candidate records include observation information that meets requirements. The program was 57% compliant for the teacher class and 21% compliant for the non-teacher class. The program did not meet the requirement as prescribed. 19 TAC §228.35(g)(1-8) & (h)(1-3)]

Next Steps to be Addressed

- **19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B) Pre-Service Requirements: FBE Hours**
Action: Teacher Class – Update the EPP’s field-based experience process to ensure candidates are obtaining the required field-based experience hours, documenting each observation, and writing the required reflection. Update the candidate’s document submission process so candidates know how to submit the field-based experience logs and reflections. Submit a written statement of the updated field-based experience processes.
- **19 TAC §228.35(e)(2)(A) Clinical Teaching Assignment; 19 TAC §228.35(e)(2)(A)(i) Clinical Teaching Duration; 19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Successful Clinical Teaching – Proficiency**
Action: Teacher Class – Update the EPP’s clinical teaching duration schedule to ensure candidates are completing the required number of days in the assignment. Update the EPP’s field supervisor training to ensure field supervisors are capturing candidate proficiency while observing candidates and submitting the required documentation to the program. Submit a written statement of the updated clinical teaching process. Submit a copy of the EPP-based field supervisor training that includes the information required to be gathered as a field supervisor.
- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Successful Clinical Teaching – Recommendations**
Action: Teacher Class – Update the EPP’s recommendation policy for field supervisors and cooperating teachers. Submit a copy of the document that will be used to obtain the recommendation. Submit a written statement detailing the EPP’s process of requesting and retaining the recommendation.
- **19 TAC §228.35(4) Skills Implementation: First of Year Experiences**
Action: Teacher Class – Update the EPP’s process of retaining field-based experience and clinical teaching documents. For this requirement, first-year experiences are typically obtained through clinical teaching. Candidates can also meet this requirement through FBEs. Submit the EPP’s plan to ensure candidates are able to meet this requirement in clinical teaching.
- **19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum**



Action: Principal, Superintendent, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s practicum process to ensure non-teacher candidates are completing at least 160 practicum hours. Submit a written statement detailing how each certification class will verify candidates met the practicum hour requirement.

- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum**
Action: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP-based non-teacher field supervisor training materials to include the candidate proficiency requirement. Submit a copy of the EPP-based field supervisor training materials and a written statement detailing how the program will verify that candidate proficiency was identified during each observation.

- **19 TAC §228.35(e)(8)(D) Skills Implementation: Successful Practicum – Recommendations**

Action: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s practicum recommendation process to ensure the EPP is documenting recommendations (or non-recommendations) from the assigned field supervisor and the assigned site supervisor. Submit a written statement detailing the EPP’s updated recommendation process.

- **19 TAC § 228.2(14); 19 TAC §228.2(26); 19 TAC §228.2(33); 19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors**

Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s training process for retaining cooperating teacher and site supervisor training materials and training attendance. Submit a written statement detailing the cooperating teacher and site supervisor training, including which staff member is responsible for verifying attendance. If the EPP will allow cooperating teachers and site supervisors to be trained through a school, district, or regional education service center, submit a statement detailing this process.

- **19 TAC §228.2(12), §228.2(24), §228.2(31) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors**

Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s training process timeline for cooperating teachers and site supervisors. Submit a written statement detailing when training will occur.

- **19 TAC §228.35(g), §228.35(h) Field Supervision: Candidates Assigned a Field Supervisor**

Action: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s documentation process to ensure names of the assigned field supervisors are kept in candidate files. Submit a written statement and/or a copy of the form that will be used to identify the field supervisor conducting each observation.

- **19 TAC §228.2(16) Field Supervision: Field Supervisor Qualifications**

Action: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the process of identifying and retaining field supervisor qualifications. Field supervisors must hold the required credentials



appropriate for the candidate supervised. Submit a written statement detailing how the EPP will identify field supervisor qualifications, including who is responsible for retaining field supervisor qualifications.

- **19 TAC §228.35(g), (h) Field Supervision: Field Supervisor Training**
Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s field supervisor training process to ensure training occurred. Submit a statement detailing the field supervisor training process for teacher and non-teacher candidates.
- **19 TAC §228.35(g), §228.35(h), Field Supervision: Field Supervisor Initial Contact**
Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Submit a copy of the EPP-based field supervisor training that includes initial contact information. Submit a written statement detailing how initial contact will be verified by the EPP, including the staff member responsible for retaining initial contact documentation.
- **19 TAC §228.35(g), §228.35(h) Field Supervision: Pre- and Post-Conferences, Educational Practices Observed, Observation-Written Feedback, Informal Observations & Ongoing Coaching, & Field Supervisor Collaboration**
Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the EPP’s observation process to ensure field supervisors are conducting and documenting pre- and post-conferences. Update the EPP’s document retention process to ensure field supervisors are submitting pre-and post-conference documents. Submit a written statement detailing how the EPP will verify pre-and post-conference information is submitted and retained.

Field supervisors are also required to identify educational practices observed, provide informal coaching and ongoing support to each candidate, and collaborate with the candidate, the program, and the cooperating teacher or site supervisor. Update the EPP’s field supervisor observation process to ensure field supervisors are completing all requirements for each candidate observed. Submit a written statement detailing how the EPP will verify field supervisors are completing the requirements identified for each candidate.

- **19 TAC §228.35(g)(1-8) & (h)(1-3) Field Supervision: Observation Duration, Format, and Frequency (Clinical Teaching & Practicum)**
Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes - Update the program’s observation process to ensure field supervisor observations meet the requirements for the training path sought – either clinical teaching or practicum. Update the program’s field supervisor training to include the observation duration, format, and frequency requirements for each training path. Submit a copy of the program-based field supervisor training materials and a written statement detailing how the program will verify all observations meet requirements.

Recommendations



- It is recommended to revise the prior coursework policy for military and non-military candidates found on the Notification for All Certification Areas webpage to read as a program policy versus the rule copied from TAC.
- It is recommended to update the observation document for non-teacher classes so each assigned site supervisor can identify themselves (who conducted each observation). The program provided certificate lookup information for most of the assigned site supervisors due to multiple observation documents missing site supervisor names.

Based on the evidence presented, the University of Houston – Victoria is not in compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

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

Findings

- Per the status report, the University of Houston – Victoria has established benchmarks to measure candidate progress. The program uses academic transcripts and certification plans to track candidate progress. The program met the requirement. [19 TAC §228.40(a)]
- The University of Houston – Victoria has structured assessments to measure candidate progress. The program submitted various course syllabi, assessments, and assessment rubrics. The program met the requirement. [19 TAC §228.40(a)]
- The University of Houston – Victoria has processes in place to ensure that candidates are prepared to be successful on their certification exams. The program requires a passing score on practice exams before test approval is given. The program also has a test approval process for candidates who did not pass the exam on the first attempt. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Programs provide test approval to candidates once they are admitted to the preparation program and demonstrate test readiness. Test approval cannot be provided until the candidate is admitted to the program. 14 out of 15 teacher candidate records include test approval dates after the formal admission date. 33 out of 42 non-teacher candidate records include test approval dates after the formal admission date. The program is 93% compliant for the teacher class and 78% compliant for the non-teacher class. The program met the requirement for the teacher class only. [19 TAC §228.40(d)]
- Per the status report, the University of Houston – Victoria uses information from a variety of sources to evaluate program design and delivery. The program submits an annual review to SACCS through the university. The program met the requirement. [19 TAC §228.40(e)]
- Programs are required to retain records for a period of five years from admission to completion or withdrawal from the program for any reason. Due to missing program formal admission letters, field-based experience logs, observation documents, and recommendation documents, the program did not meet the requirement. [19 TAC §228.40(f)]

Next Steps to be Addressed



- **19 TAC §228.40(d) Test Approval**

Action: Superintendent and School Counselor classes – Update the program’s test approval process to ensure candidates receive test approval after program admission. Submit a written statement detailing the program’s updated test approval process, including the program staff member responsible for verifying the candidate has been formally admitted to the program before test approval is given.

- **19 TAC §228.40(f) Records Retention**

Action: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes – Update the program’s record retention process for all classes to ensure the required documentation is kept by the program through the required timeframe. Submit a written statement detailing the updated records retention process, including who is responsible for verifying documents are kept by the program.

Recommendations

- None

Based on the evidence presented, the University of Houston – Victoria is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators’ Code of Ethics).

- Candidates are required to adhere to the Texas Educator’s Code of Ethics. Evidence, in the form of signed statements, were found in 13 out of 15 (86%) of teacher candidate records and 19 out of 42 (45%) non-teacher candidate records. During TEA’s mid-review call with the program, the program stated they are now requiring a signed statement at admission. The program met the requirement for the teacher and Educational Diagnostician classes.
- All associated staff and field supervisors are required to adhere to the Texas Educator’s Code of Ethics. Evidence, in the form of signed statements, were found in the review documents.

Next Steps to be Addressed

- **19 TAC §228.50 Ethical Candidates**

Action: Principal, Superintendent, School Counselor, and Reading Specialist classes – Update the program’s process of requiring candidates to adhere to the Texas Educator’s Code of Ethics. Submit a copy of the document that will be used for this requirement.



Recommendations

- None

Based on the evidence presented, the University of Houston – Victoria is not in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the program's complaints process is on file at TEA and is posted on the [Notifications for All Certification Areas](#) webpage. The program has a compliant policy posted on-site. The program is also required to post TEA's complaint policy for applicants and candidates to view. TEA's complaint information can be found on the [Notifications for All Certification Areas](#) webpage as well. The University of Houston – Victoria meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Next Steps to be Addressed

- None

Recommendations

- None

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

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230

Findings

- For initial teaching certification, candidates are required to hold at minimum, a bachelor's degree. All 15 (100%) teacher candidate records include evidence of a bachelor's degree obtained. Candidates who reached standard certification held a degree at the time of standard certification. The program met the requirement. [19 TAC §230.13(a)(1)]
- All 15 (100%) teacher candidate records included benchmark documents used to track candidate progress. A sticker is added to the candidate's EPP file to identify requirements met. The program met the requirement. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Non-teacher candidates are required to hold at minimum, a master's degree, for standard certification. 41 out of 42 (97%) candidate records include official transcripts that identify the required degree conferred. The program met the requirement. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal and educational diagnostician candidates are required to hold a valid teaching certificate. Nine (9) out of ten (10) principal candidate records and ten (10) educational diagnostician candidate records provide evidence of valid teaching certificates held. The program met the requirement. [19 TAC §241.20; 19 TAC §241.60]



- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. Seven (7) out of eight (8) superintendent candidates held a valid principal certificate. The program meets the requirement. [19 TAC §242.20]
- Non-teacher candidates are required to have a minimum of two years of experience as a classroom teacher, except for educational diagnostician candidates, when recommended for standard certification. Educational diagnostician candidates are required to have a minimum of three years of experience as a classroom teacher when recommended for standard certification. 29 out of 34 (86%) non-teacher candidate records include service records identifying the required years of classroom experience. The program met the requirement. [19 TAC §241.20(4), §241.60(4), §239.20(4), §239.60(4), §239.84(5), & §239.93(4)]

Next Steps to be Addressed

- None

Recommendations

- None

Based on the evidence presented, the University of Houston - Victoria is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- The University of Houston - Victoria has submitted ASEP reports within the timeline required by TEA. The program met the requirement. [19 TAC §229.3(f)(1) and Associated Graphic]
- 14 out of 15 (93%) teacher candidate files reviewed contained a formal offer of admission letter that corresponded to the admit date in the Accountability System for Educator Preparation (ASEP). The program met this requirement for the teacher class. [19 TAC §229.3(f)(1)]
- 35 out of 42 (83%) non-teacher candidate files reviewed contained a formal offer of admission letter that corresponded to the admit date in ASEP. The program met this requirement. [19 TAC §229.3(f)(1)]
- 14 out of 15 (93%) teacher candidate files reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program met the requirement. [19 TAC §229.3(f)(1)(7)]
- 20 out of 30 (66%) non-teacher files either contained a GPA that did not correspond to the GPA reported to TEA or TEA was unable to verify the candidate's GPA. The program did not meet the requirement. [19 TAC §229.3(f)(1)(7)]



- Five (5) teacher candidate observation information uploaded into ASEP did not correspond to the duration documented in candidate records. [19 TAC §229.3(f)(1)(1)]

Next Steps to be Addressed

- **19 TAC §229.3(f)(1)(7): GPA Reported**
Action: TEA was unable to verify the GPA reported for various non-teacher candidates for candidates from 2016 – 2018 with the previously required GPA spreadsheets. Candidates who were recently admitted to the program had evidence of correct GPA reporting. From the records provided, the program has consistently reported GPAs correctly. No additional action is needed.
- **19 TAC §229.3(f)(1)(1): Observations Reported**
Action: Teacher Class – Update the EPP’s observation reporting process to ensure the observation dates and durations reported match the observations conducted by the assigned field supervisor. TEA could not find alignment between observation duration and frequency reported to TEA to the observation documents submitted for this review. Submit a written statement detailing the updated observation reporting process for the teacher class.

Recommendations

- None

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

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.



- The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement.
- 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 AII EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about 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 University of Houston – Victoria staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 4, 2021.”



Signature of Legal Authority

Date

Printed Name of Legal Authority

Date