

2023–2024 Continuing Approval Review Report

University of Texas-San Antonio

INTRODUCTION

Texas Education Agency (TEA) Education Specialists, Vanessa Alba, Irene Chacon, and Rebecca Bunting, conducted a five-year Continuing Approval Review of the University of Texas-San Antonio educator preparation program (EPP) on May 6-21, 2024. 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. Mario Torres, the Dean, was identified as the program's Legal Authority. Dr. Belinda Flores, Associate Dean, & Kimberly Perez, Certification Officer, were the primary EPP contacts for the review process. The University of Texas-San Antonio (UTSA) EPP was approved as an EPP on August 30, 1973. At the time of notification, the EPP was rated Accredited. The risk level was Stage 2 (medium). At the time of the review, the EPP was rated Accredited-Probation (Year 1). The EPP reported 406 finishers for the 2021-2022 reporting year and 431 finishers for 2022-2023.

At the time of the review, UTSA was approved to prepare and recommend candidates for certification in the Teacher, Principal, Superintendent, School Counselor, and Reading Specialist classes in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes.

Per 19 TAC §228.1(c), “all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title.” The TEA administers the 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 April 18, 2024. Additional EPP documents, including records for 35 candidates, were submitted on May 3, 2024. 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 been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
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 not had any program amendments within the past five years. [19 TAC §228.20(f)]
6. The EPP has not established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to the clinical experience for each program in the EPP. [19 TAC §228.20(g)]
Evidence: The EPP provided a program calendar for the Teacher program but did not have a calendar of activities for the Non-Teacher programs reviewed.
7. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
8. The EPP has not added any new program locations since the last five-year review. [19 TAC §228.10(e)]
9. The EPP is approved to offer clinical teaching. [19 TAC §228.10(c)]
10. The EPP has qualified instructors for all certificate categories and classes offered. [19 TAC §228.10(d)(1)]
11. 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: In the Teacher program, the EPP did not provide evidence of cooperating teacher qualifications for any cooperating teacher assigned to 15 candidates or field supervisor local training for field supervisors assigned to ten out of 15 candidates. In the Principal and Superintendent programs, a second screen for admission was not provided for all ten candidates reviewed. In the Principal program, field supervisor qualifications and evidence of local field supervisor training were not provided for the field supervisors assigned to the five candidates reviewed. Evidence of TEA-approved field supervisor coaching training was not provided for field supervisors assigned to two out of five candidates reviewed. Two out of five candidates reviewed had incomplete observation records. In the Superintendent program, qualifications for field supervisors assigned to all five candidates reviewed were not provided. Evidence of local and TEA-approved field supervisor training was not provided for one field supervisor assigned to four out of five candidates reviewed and the fifth

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candidate had a field supervisor that received the required trainings. In the School Counselor and Reading Specialist programs, site supervisor qualifications were missing for site supervisors assigned to the ten candidates reviewed. Evidence of local field supervisor training was missing for all site supervisors assigned to the ten candidates reviewed. Evidence of TEA-approved field supervisor training was missing for two field supervisors assigned to eight out of ten candidates reviewed. Evidence of the initial contact between field supervisor and candidate within the first quarter of the assignment was missing for all ten candidates reviewed.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by 5:00 PM CST on Tuesday, September 24, 2024.

1. 19 TAC §228.20(g) Governance: Program Calendar-All Non-Teacher Programs

Develop and implement a calendar of program activities for all Non-Teacher programs that include a deadline for accepting candidates into a program cycle to ensure adequate time for admission, coursework, training, and field-based experience requirements prior to the clinical experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to ensure adequate time for admission, coursework, training, and field-based experience requirements prior to the clinical experience or prior to or during an internship experience. Publish the calendar on the website and/or in candidate handbooks for each currently active Non-Teacher program.

Note: Effective 9/1/2024, the EPP must meet the new requirements for Educator Preparation Program Obligations to All Candidates in 19 TAC §228.31(a).

2. 19 TAC §228.40(f) Records Retention

Develop and implement a process for records retention that ensures a) evidence of candidate admission and completion of program requirements; and b) evidence of EPP activity, is retained securely. Retain all records for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program as required in 19 TAC §228.40(f).

Note: Effective 9/1/2024, the EPP must meet the new records retention requirement in 19 TAC §228.31(i).

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence that 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 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 not published information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
Evidence: TEA found no published evidence for the Non-Teacher programs about the performance over time for the past five years. When TEA requested evidence, the EPP advised TEA that for all Non-Teacher programs it did not publish the EPP performance over time for the past five years.
6. The EPP has not published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
Evidence: TEA found no published evidence for the Non-Teacher programs. When TEA requested evidence, the EPP advised TEA that for all Non-Teacher programs it did not publish information about the effect of supply and demand forces on the educator workforce in Texas.
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

The EPP must publish the required information in a location transparent to applicants and candidates (as applicable) for all programs within the EPP as required by 5:00 PM CST on Tuesday, September 24, 2024.

1. **19 TAC §227.1(c)(3)(A-B) Notifications: EPP and Program Information-All Non-Teacher Programs**
Develop and implement a process for informing all applicants in the Non-Teacher programs of the effect of supply and demand forces on the educator workforce in this state and the performance over time of the EPP for the past five years.

FORMAL ADMISSION (COMPONENT 2)

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

FINDINGS

1. The formal written offer of admission was consistently found in candidates' records. [19 TAC §227.17(b) & (c)]
2. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c)]
3. The formal date of admission was consistently included in the written offer of admission. [19 TAC §227.17(d)]
4. The ECOS audit trail revealed candidate admission records were not consistently created in the ECOS within the seven calendar days as required. [19 TAC §227.17(e)]
Evidence: In the School Counselor program, three out of five candidates were reported as admitted within seven days and the remainder were not.
5. 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 admission process(es) for all classes as required by 5:00 PM CST on Tuesday, September 24, 2024.

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1. 19 TAC §227.17(e) Formal Admission: 7-Day Notice of Admission-School Counselor Program

Update admissions processes for the School Counselor program to ensure that the EPP notifies TEA within seven calendar days of School Counselor candidate admissions. Train the staff that enters the data on the requirement.

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

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP does not consistently use appropriate screening instruments to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]
Evidence: In the Principal and Superintendent programs, all ten records reviewed contained evidence of only one screen, which was an essay with a scoring rubric that identified levels of proficiency, and a cut score. All candidate records reviewed met or exceeded the cut score for the first screen, but there was not a second screen.
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
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 Tuesday, September 24, 2024.

1. **19 TAC §227.10(a)(8) Admission Requirements: Screens Principal & Superintendent Programs**
Update admissions processes for the Principal and Superintendent programs to require applicants to participate in two or more screening activities to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. The screen must be scored using an aligned rubric based on a coherent set of criteria. Retain the screens and rubrics completed by the candidate in that candidate's file per the records retention requirement in [19 TAC §228.40\(f\)](#).

Note: Effective 9/1/2024, the EPP must meet the new records retention requirement in 19 TAC §228.31(i).

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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 in Teacher and Non-Teacher programs 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, but it was not provided to candidates by the approved provider in all programs. [19 TAC §228.30(c)(2)]
Evidence: TEALearn was found to be the approved provider for candidates in all programs, except the School Counselor EC-12 and Reading Specialist EC-12 programs. The School Counselor program was providing instruction by staff in COUN 5253 and 5243, and the Reading Specialist program was providing instruction in LTED6763, but neither was using the approved provider for instruction in the required content.
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: There was no evidence that candidates were instructed in the framework for teacher and principal evaluation in any program. The EPP provided syllabi for all programs, but the syllabi did not reflect that the required content was taught.

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7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning were not consistently provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: The EPP provided syllabi for all certificate classes but there was no evidence within the syllabi that the required instruction was provided or taught. The EPP advised TEA that the required content would be taught moving forward.
9. The Digital Literacy evaluation and the related prescribed curriculum were not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: The EPP did not provide evidence of a digital literacy evaluation followed by a prescribed curriculum, including resources to address deficiencies identified in the digital literacy evaluation in any certificate class reviewed. The EPP advised TEA that the requirement would be taught moving forward.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]
11. Instruction in the Teacher Standards was consistently provided to Teacher candidates. [19 TAC §228.30(d)]
12. Instruction in the Administrator Standards was consistently provided to Principal candidates. [19 TAC §228.30(e)]

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 Tuesday, September 24, 2024.

1. **19 TAC §228.30(c)(2) Dyslexia Instruction-School Counselor & Reading Specialist Programs**
Update and implement a process that includes requiring Dyslexia Instruction provided to all candidates in the School Counselor EC-12 and Reading Specialist EC-12 programs to be provided by the TEA-approved provider. The approved provider is the [TEALearn Dyslexia](#) course. Update the syllabus for the related course to include that the approved provider is the [TEALearn Dyslexia](#) course. Require candidates to provide dated certificates of completion to the EPP. Retain evidence per records retention requirements in 19 TAC §228.40.
Note: Effective 9/1/2024, the EPP must meet the new Dyslexia Training Requirements in 19 TAC §228.57(c)(2) and the new records retention requirement in 19 TAC §228.31(i).
2. **19 TAC §228.30(c)(6) Teacher & Principal Evaluation Framework**
Update and implement coursework so that all candidates in all programs receive instruction in the framework for Teacher and Principal evaluation. Revise the coursework for each active program within the EPP (Teacher, Principal, Superintendent, School Counselor, and Reading Specialist) to require that candidates will receive instruction in the framework for both teacher and principal evaluation. Retain evidence per records retention requirements in 19 TAC §228.40.
Note: Effective 9/1/2024, the EPP must meet the new training requirements for the framework for teacher and principal evaluation in 19 TAC §228.57(c)(6) and must meet the new records retention requirement in 19 TAC §228.31(i).
3. **19 TAC §228.30(c)(8)(A-C) Digital Literacy**
Update and implement coursework in all active programs [Teacher (UG/ACP/PB), Principal, Superintendent, School Counselor, and Reading Specialist] so that all candidates receive instruction in

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digital learning, virtual instruction, and virtual learning as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. Instruction must:

- be aligned with the latest version of the [International Society for Technology in Education's \(ISTE\) standards](#) as appears on the ISTE website;
- provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
- include resources to address any deficiencies identified by the digital literacy evaluation.

Revise the coursework for all classes of certification for the course(s) where the subject matter is taught to include that candidates will receive instruction that is aligned with the latest version of the [International Society for Technology in Education's \(ISTE\) standards and includes resources](#) to address any deficiencies identified by the digital literacy evaluation. Retain evidence per records retention requirements in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the new requirements for instruction in digital learning in 19 TAC §228.57(c)(8)(A-D) and must meet the new records retention requirement in 19 TAC §228.31(i).

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents, 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 consistently meet the requirements for completing FBE. [19 TAC §228.35(e)(1)]
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

None

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).

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FINDINGS

1. There is sufficient evidence that coursework offered online meets the criteria set for accreditation, quality assurance, and compliance with approval of distance education courses and programs for public institutions. [19 TAC §228.35(a)(6)(C)]
2. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(8)]
3. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]
4. There is sufficient evidence in all programs except the Principal, Superintendent, and School Counselor programs, that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)]
Evidence: The candidates in the Principal and Superintendent programs were engaging with the tested competencies and the School Counselor candidates were engaging with the Counsel for Accreditation and Related Educational Programs (CAECREP) standards instead of the standards required for each certificate as evidenced by practicum documentation that identified tested competencies and CAECREP standards for each.
5. Candidates were consistently assigned campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
6. 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: In the Teacher program, the EPP provided valid educator certificates for the cooperating teachers and mentors assigned to the 15 candidates selected for review and provided a statement that no other qualifications were retained. In the Superintendent program, the EPP provided valid educator certificates for the site supervisors assigned to the five candidates selected for review; one out of five had the site supervisor qualifications verified by the district Human Resources (HR) staff, and the EPP provided a statement that evidence of qualifications was not provided for the site supervisors for the remaining candidates. In the School Counselor program, the EPP provided valid educator certificates for the site supervisors assigned to the five candidates selected for review; for one out of five, experience was verified through a service record, and the EPP provided a statement that evidence of qualifications was not provided for the site supervisors assigned to the remaining candidates. In the Reading Specialist program, the EPP provided valid educator certificates for the site supervisors assigned to the five candidates selected for review and self-identified that no other evidence of qualifications was retained. Only the Principal program met the requirement.
7. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.35(f) & §228.2(33)]
Evidence: In the School Counselor program, one out of five candidates had a site supervisor who was trained, but the training did not occur within three weeks of assignment, and the remainder were not trained per EPP admission. In the Reading Specialist program, none of the site supervisors assigned to the five candidates were trained per EPP admission.
8. Candidates were 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)]

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9. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: In the Principal program, the EPP provided a valid Principal certificate for field supervisors assigned to five candidates reviewed and a resume as evidence of qualifications for the field supervisors assigned to three out of five candidates reviewed. In the Superintendent program, the EPP provided a valid Superintendent certificate and resume for the field supervisor assigned to one out of five candidates reviewed, and no other evidence was provided for the field supervisors assigned to the remaining candidates reviewed. In the Reading Specialist program, the EPP provided a valid Reading Specialist certificate and resume for field supervisors assigned to three out of five candidates reviewed. The other two out of five candidates were assigned a field supervisor who did not hold a valid Reading Specialist certificate. A resume was provided for each but no evidence for why the unqualified field supervisors were selected, and no evidence of continuing professional education as required for unqualified field supervisors.
10. 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 Teacher program, the EPP provided evidence of statewide TEA-approved observation training for all field supervisors assigned to 15 candidates. Local EPP training was provided to two out of five UG, four out of five ACP, and four out of five PB, but the training occurred after candidates completed the assignment. In the Principal program, there was evidence that four out of five candidates had a field supervisor who completed statewide TEA-approved coaching training, and one out of five completed local training. The EPP provided no evidence of local training for the field supervisors assigned to the remaining four out of five candidates reviewed. In the Superintendent program, the field supervisor assigned to one out of five candidates completed statewide TEA-approved coaching training, the field supervisor for a second candidate completed the training after the candidate completed the program, and field supervisors assigned to three out of five candidates did not complete the training. The EPP provided no evidence of local training for field supervisors assigned to Superintendent candidates. In the School Counselor program, the field supervisor assigned to one out of five candidates completed statewide TEA-approved coaching training & local EPP training as required, and for the field supervisors assigned to the remaining four candidates the EPP did not provide evidence of statewide coaching or local training. For field supervisors assigned to candidates in the Reading Specialist program, no evidence of statewide TEA-approved coaching training or local EPP training was provided.
11. There was insufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(h)]
Evidence: In the Principal and Reading Specialist programs, four out of ten candidates reviewed met the requirement with a first observation within the first quarter of the assignment, and the remaining six did not meet the requirement.
12. Candidates did not consistently receive the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(h)]
Evidence: In the Principal program, two out of five candidate records reviewed contained evidence of observations that were spaced out in thirds across the practicum, and two out of five contained evidence that observations were not spaced out in thirds. Observations could not be verified for one out of five who were in the process of completing the practicum at the time of the review. In the Reading Specialist program, two out of five candidate records reviewed contained evidence of

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observations that were spaced out in thirds across the practicum, one out of five records reviewed contained evidence of observations that were not spaced out in thirds, and two out of five contained evidence of observations that occurred outside of the practicum window. TEA was not able to verify that the total minutes meet TAC requirements for the Principal and Reading Specialist programs.

13. 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(h)]

Evidence: In the Reading Specialist program, three out of five candidate records reviewed contained evidence of a pre-and post-observation conference at each formal observation, and the rest did not.

14. Field supervisors inconsistently 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 Principal and Superintendent programs, two out of ten candidate observation instruments captured proficiency in the standards as identified in the observation instruments provided for review, and eight out of ten did not. In the School Counselor program, three out of five observation instruments captured proficiency in the standards, and observation instruments were not provided for the other two out of five who were in progress.

15. There was insufficient evidence that all candidates had a successful practicum/clinical experience as evidenced by recommendations to the EPP by the field supervisor and site supervisor that the candidate should be recommended for a standard certificate.

Evidence: The candidates in the School Counselor and Reading Specialist programs who were recommended for a standard certificate did not receive the required recommendations.

16. There is insufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(h)]

Evidence: In the Superintendent program, one out of five candidates received ongoing coaching. In the School Counselor program, three out of five candidates received ongoing coaching. In the Reading Specialist program, none of the candidates received ongoing coaching. The EPP was using pre- and post-observation conferences as ongoing coaching.

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 Tuesday, September 24, 2024.

1. **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience-Principal, Superintendent, & School Counselor Programs**

Update the observation process and the observation instrument for the Principal, Superintendent, and School Counselor programs to capture candidate proficiency in the standards required for each identified certification class during formal observations. Update the local field supervisor training for each identified class to include norming all field supervisors to capture the level of proficiency demonstrated by the candidate and to document educational practices observed for each of the three

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formal observations required to support the level of proficiency identified. Retain evidence per records retention requirements in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the new requirements regarding the demonstration of proficiency in each of the educator standards for the certificate class sought in 19 TAC §228.81(a) and must meet the new records retention requirement in 19 TAC §228.31(i).

2. 19 TAC §228.35(e)(8)(E) Skills Implementation: Successful Practicum/Clinical Experience-School Counselor & Reading Specialist

Implement, for the Counselor and Reading Specialist programs, a process for collecting recommendations from field supervisors and site supervisors that the candidate was successful in the clinical experience and is ready for certification. Retain evidence per records retention requirements in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the new requirements regarding a successful in 19 TAC §228.81(e) and must meet the new records retention requirement in 19 TAC §228.31(i)

3. 19 TAC §228.2(14), §228.2 (26), and §228.2(33) Campus Supervision: Qualifications of Cooperating Teachers, Mentors, Site Supervisors-Teacher, Superintendent, School Counselor, and Reading Specialist Programs

Update the clinical experience processes to include verifying, prior to the start of each candidate's clinical experience, the cooperating teacher, mentor teacher, or site supervisor, as applicable, assigned to support each candidate meets qualification requirements. The updated process must include how the EPP will select mentors in the Teacher class who do not meet requirements and the specific documentation, which includes the reason for selecting an individual who does not meet the criteria. Retain evidence of the mentors and site supervisor qualifications in the candidates' or EPP records per the records retention requirement in 19 TAC §228.40. Evidence of qualifications includes:

- Service record and educator certificate; and

Evidence of accomplishment as an educator:

- Evaluations that include evidence of student learning; or
- Campus or district reports that include evidence of student learning; or
- Letters of recommendation that include evidence of student learning.

Or

A form, signed & dated by the campus or district administrator, attesting that the mentors meet requirements for certification, experience, and accomplishment as an educator.

Note: Effective 9/1/2024, the EPP must meet the cooperating teacher, mentor, and site supervisor qualifications and responsibilities requirements in 19 TAC §228.93, 19 TAC §228.97, and 19 TAC §228.99 and must meet the new records retention requirement in 19 TAC §228.31(i).

4. 19 TAC §228.35(f) & §228.2(33) Campus Supervision: Training Site Supervisors-School Counselor & Reading Specialist Programs

Update the clinical experience processes to include providing training to site supervisors within three weeks of the start of the assigned candidate's clinical experience. The training provided to site supervisors must include training in coaching and mentoring. If the EPP allows the training to be provided by a school, district, or regional education service center, the EPP must retain evidence of that training, such as the campus, district, or service center's dated training certificate. Retain evidence of the training in the candidates' or EPP records per the records retention requirement in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the requirements for site supervisor training in 19 TAC §228.91(e) and must meet the new records retention requirement in 19 TAC §228.31(i).

5. 19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications-Principal, Superintendent, School Counselor, & Reading Specialist Programs

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Update the process and requirements for evaluating, verifying, and documenting that field supervisors meet qualification requirements for the Principal, Superintendent, School Counselor, and Reading Specialist programs. Include in the process how the program will verify and document qualifications if an individual who meets the certification and experience requirements is not available. Train field supervisors in the requirement. Retain evidence in the candidate's record per the records retention requirement.

Note: Effective 9/1/2024, the EPP must meet the requirements for field supervisor qualification in 19 TAC §228.101(a)(1-9) and must meet the new records retention requirement in 19 TAC §228.31(i).

6. 19 TAC §228.35(g) & §228.35(h) Field Supervision: Field Supervisor Training

Update the clinical experience processes to include 1) EPP-specific training provided to field supervisors; and 2) TEA-approved training provided to field supervisors. Retain evidence of the training in the candidates' or EPP records per the records retention requirement in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the requirements for field supervisor training in 19 TAC §228.101(b)(1) and the new records retention requirement in 19 TAC §228.31(i)

7. 19 TAC §228.35(h) Field Supervision: Pre- and Post-Conferences-Reading Specialist Program

Update the field supervision process and requirements and provide training to field supervisors to ensure and document that field supervisors conduct a pre- and post-observation conference at each formal observation as required. Include in the process how the program will verify and document that the pre-and post-observation conferences were conducted at each formal observation as required. Train the field supervisors in the requirements. Retain evidence of each pre- and post-observation conference in the candidates' or EPP records per the records retention requirement in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the requirements for field supervisor pre-and post-observation conference in 19 TAC §228.117(b)(3)(A) & (D) and the new records retention requirement in 19 TAC §228.31(i).

8. 19 TAC §228.35(h) Field Supervision: Informal Observations & Ongoing Coaching-Superintendent, School Counselor, & Reading Specialist Programs

Update the field supervision process and requirements and provide training to field supervisors to ensure and document that field supervisors conduct informal observations and coaching as required. Train the field supervisors in the requirements. Retain evidence of informal observations and coaching in the candidates' or EPP records per the records retention requirement in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the requirements for field supervisor informal observations and coaching in 19 TAC §228.101(b)(5)(A-E) and the new records retention requirement in 19 TAC §228.31(i).

9. 19 TAC §228.35(h)(3) Field Supervision: Practicum-Observation Number & Frequency-Principal & Reading Specialist Programs

Revise the field supervisor observation instruments for the Principal and Reading Specialist classes so that they are spaced in thirds across the practicum and capture the start and end times of each formal observation, as well as the format (face-to-face or virtual), and the duration of each observation. Update the local field supervisor training to include norming all field supervisors on the use of the revised observation instrument for each formal observation. Retain evidence per records retention requirements in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet new the formal observation requirements regarding observation number and frequency in 19 TAC §228.117(b)(1-2) and the new records retention requirement in 19 TAC §228.31(i).

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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 sufficient 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(h)]
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(h)]
Evidence: All programs met the requirement except the School Counselor and Reading Specialist programs. In the School Counselor Program, records for one out of five candidates contained evidence of an initial contact as required, one out of five contained evidence of an initial contact after the first quarter of the assignment, and three out of five contained no evidence of initial contact. In the Reading Specialist program, none of the records for the five candidates reviewed contained evidence of an initial contact within the first quarter of the assignment.
3. There is sufficient 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)]

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 Tuesday, September 24, 2024.

1. **19 TAC §228.35(h) Field Supervision: Field Supervisor Initial Contact-School Counselor & Reading Specialist Programs**
Update the field supervision process and requirements and provide training to field supervisors to ensure and document that field supervisors make initial contact with candidates as required. Retain evidence of the initial contact in the candidates’ or EPP records per the records retention requirement in 19 TAC §228.40.
Note: Effective 9/1/2024, the EPP must meet the requirements for field supervisor initial contact in 19 TAC §228.101(b)(2-3) and the new records retention requirement in 19 TAC §228.31(i).

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 not consistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
Evidence: In the Teacher program, two out of five PB candidates were incorrectly reported as PB when they were ACP because they did not earn an advanced degree concurrent with certification. In the Superintendent program, four out of five candidates were incorrectly reported as PB when they were ACP because they did not earn a second master's or terminal degree concurrent with certification. In the Reading Specialist program, three out of five candidates were incorrectly enrolled as PB when they were ACP because they did not earn a second master's or terminal degree concurrent with certification.
2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were not reported as detailed in observation documents. [19 TAC §229.3 & §229.4]
Evidence: In the Principal program, three out of five observations reported occurred in thirds across the practicum & corresponded to candidate records and the rest did not. In the School Counselor program, three out of five observation durations corresponded to candidate records and the rest did not.

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 Tuesday, September 24, 2024.

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

Establish a process for reporting data in ECOS that ensures all required data is reported and reported accurately as correlates with EPP and candidate records.

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED

Syllabi, coursework samples, 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:
 - o provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduces barriers in instruction;
 - o provides appropriate accommodations, supports, and challenges; and
 - o 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 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)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - o provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduce barriers in instruction;
 - o provide appropriate accommodations, supports, and challenges; and
 - o 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)]
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: All programs reviewed used an observation instrument that captured demonstration of competency for students in special education and students of limited English proficiency, except the School Counselor program. There was no evidence of proficiency in the required topics.

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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 Tuesday, September 24, 2024.

1. 19 TAC §228.35(e)(8) Skills Implementation: Successful Practicum-School Counselor Program

Update the clinical experience processes, including revisions to the School Counselor observation instrument used by field supervisors to evaluate candidates during the clinical experience, so that candidate proficiency in Component 10 and [Texas Education Code \(TEC\), §21.0443\(b\)\(1\) and \(2\)](#) requirements are captured during the clinical experience. Train and norm field supervisors on the requirement/responsibility. Retain evidence per records retention requirements in 19 TAC §228.40.

Note: Effective 9/1/2024, the EPP must meet the requirements regarding instruction regarding students with disabilities and field supervise candidates in the requirement in 19 TAC §228.57(c)(9) & 19 TAC §228.117(b)(3) and the new records retention requirement in 19 TAC §228.31(i).

RECOMMENDATIONS

- To ensure continuity in record-keeping, create process documents and/or a procedure manual” for all aspects of certification from admission to certification to ensure continuity within the EPP as staff leave and new staff join the EPP. Cross-train staff so that only one person is not the keeper of the knowledge. For example, consider training more than one person on the notifications about formal admissions requirements so that the EPP has a backup
- Find one place on the EPP website that is easily accessible to all applicants to all programs, candidates, and the general public where they can find all of the required notifications, such as the program calendars of activities and how to file a complaint with the EPP or TEA.
- Consider expanding the advisory committee membership to an ESC member. An ESC representative has insight into the needs of districts in the ESC 20 area.
- Update your advisory committee PowerPoint presentation. It can be modeled after the one you have but ensure that you are using the Chapter 228 citations and requirements that are effective September 1, 2024, as you present to the advisory committee membership. The one that the EPP has been using is outdated.
- Regarding initial contact for Superintendent candidates, the EPP should have a unique distinct initial contact. Having it be at the same time as the first observation is not a best practice.
- To avoid confusion for candidates in the Teacher program, clearly define on the FBE log what the various FBEs mean. If observation means interaction, then publish that on the FBE document.
- Clearly distinguish FBE that are observations, interactions, and electronic on the FBE log and provide a mechanism to auto-calculate each type and the total FBE completed for each candidate, so you are not left to calculate FBE totals.
- Enter observations into ECOS/ASEP for every candidate at the end of each semester so you do not have to do it all at the end of the year or when the candidate is a finisher.
- More deliberately capture the component 10 requirements regarding students with disabilities and students of limited English Proficiency for all candidates in all programs on the observation instrument during the clinical experience. While TEA generally found the requirement, if the EPP specifically

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observes for the requirement and assigns a level of proficiency that would improve the documentation.

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) are no longer available effective September 1, 2024, with new exams 258, 257, and 331, starting effective September 2, 2024. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- 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, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- 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.

SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 PM CST on Tuesday, September 24, 2024.

I, the Legal Authority for the University of Texas-San Antonio, have reviewed the contents of the Report and agree that all required corrections will be complete by 5:00 PM CST on Tuesday, September 24, 2024.

Signature of Legal Authority

Date

Printed Name

Date