



2017 – 2018 Continuing Approval Review Report

Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba for the University of Texas - San Antonio (015505) educator preparation program (EPP) on February 4, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. The University of Texas – San Antonio EPP was originally approved as an EPP on August 30, 1973.

Dr. Margo Dellicarpini is the program Legal Authority and Kimberly Perez is the primary EPP contact for the 2017-2018 review. UT – San Antonio is approved for the following certificate classes: Teacher; Master Reading Teacher; Principal; Principal as an Instructional Leader (PIL); Reading Specialist; School Counselor; and Superintendent. Certification is offered in these routes: Undergraduate, PB, ACP. The EPP reported 554 program finishers for the 2016-2017 reporting year and 480 finishers for 2017-2018.

Candidate records were reviewed for twenty (20) candidates from the following active certificate classes: Teacher, Principal, School Counselor, Superintendent, and Reading Specialist. The results were discussed with EPP staff on February 27, 2019. Attending from the EPP were: Dr. Margo Dellicarpini, Dean & Legal Authority, Dr. Belinda Flores, Associate Dean & Back-up Legal Authority, Kimberly Perez, Certification Officer, and Dr. Michael Vriesenga.

Results

1. Admission requirements as identified in 19 TAC Chapters 227, 239, 241, and 242 were reviewed.

Ten teacher files, five (5) undergrad and five (5) post-baccalaureate, files were reviewed for admission requirements. All files had a discrepancy in the admission date entered into ECOS as compared and the formal offer of admission letter. Nine (9) out of ten (10) files were provisionally admitted. There is only formal admission and contingency admission recognized in rule. There is not a “provisional admission”. Three (3) out of ten (10) teacher files, 30%, were not found on a GPA spreadsheet for the year that they were admitted. Seven (7) out of ten (10) teacher files, 70%, were correctly reported for content hours on the GPA spreadsheet in the category of admission for the year admitted. Four (4) out of five (5) undergraduates were admitted with SAT scores and for one file, it could not be determined how they were admitted. All five (5) post-baccalaureate candidates were admitted based on degree held at the time of admission. Overall, none of the teacher files were correctly reported for admission criteria. Each file contained an application as required, but did not contain an interview or screening instrument to determine if the applicant’s knowledge, experience, skills, and aptitude were appropriate for the certificate sought. The program began the screening instrument in 2018-2019. It is important to note that the post-baccalaureate candidates were really ACP candidates, but the EPP did not have the ACP designation until January, 2019. That designation has since been added to the EPP and the EPP is correctly reporting candidates.



Five (5) principal files were reviewed for admission requirements. None of the principal files had an ECOS admit date that matched the formal offer of admission letter. Two (2) of those files had two (2) different admit dates in ECOS. All principal files have either passed exams after admission, or have been made eligible for testing at the time of admission as required. All files were admitted to the principal program based on a minimum of a bachelor's degree held at the time of admission, but only one file contained evidence of the degree in the file. The other four (4) were verified in ECOS only. Four (4) out of five (5) principal files were correctly reported on a GPA spreadsheet for the year that they were admitted. None of the principal files met all indicators required for admission. The EPP had no formal admission process until the Fall of 2017 and is currently working on developing screening devices for admission to the principal program.

Five (5) school counselor files were reviewed for admission requirements. None of the school counselor files had a formal offer of admission letter so it could not be determined if the admit date matched the date of admission in the formal offer of admission letter. All five (5) school counselors were admitted based on a minimum of a bachelor's degree held at the time of admission, but only three (3) of the five (5) files reviewed contained evidence of a degree at the time of admission. The other two (2) were verified in ECOS only. All school counselors tested after they were admitted to the program as required. Two out of five school counselor candidates were found on a GPA spreadsheet for the year that they were admitted and their admit dates corresponded to the admit date in ECOS. The other three files were not found on a GPA spreadsheet. None of the school counselor files were correctly reported for all admission requirements. The EPP had no formal admission process until the Fall of 2017.

Five (5) superintendent files were reviewed for admission requirements. There was no formal admission process into the superintendent program prior to Fall 2017. All superintendent candidates tested after admission as required. Two (2) out of five (5) candidates were found on a GPA spreadsheet for the year that they were admitted, but the admit date on the GPA spreadsheet did not match the admit date in ECOS and one file was found on two GPA spreadsheets. All superintendent candidates were admitted based on degree held at the time of admission, but only one file contained evidence of the degree. The rest were verified in ECOS only. None of the superintendent files were correctly reported for all admission requirements.

Five (5) reading specialist files were reviewed for admission requirements. Two (2) out of five (5) reading specialist files were accurately reported as admitted in ECOS, contained a formal offer of admission that matched the admit date in ECOS, and were on a corresponding GPA spreadsheet for the year admitted. Two were not found on a GPA spreadsheet for the year admitted and one had a different date in ECOS than on the GPA spreadsheet. Four (4) out of five (5) files were admitted based on a minimum of a bachelor's degree held at the time of admission. One file was not admitted, but it was noted that they were carried as other enrolled for several years. Two (2) out of five (5) reading specialists were accurately reported for all admission requirements.

In summary, admission requirements were not met by all programs within the EPP and related data were not accurately reported to the Texas Education Agency as required by 19 TAC §229.3.



2. A review of candidate records was conducted in each certification class.

Eight (8) out of ten (10), 80%, of undergraduate and post-baccalaureate teacher candidates were accurately reported as other enrolled or finisher in the content area for which they would be certified for each year that they were in the program. One (1) candidate was listed as "all but clinical", which is a status not used for reporting. One (1) candidate was listed as other enrolled, for a content area for which they were not enrolled, in the system for one year that they were enrolled in the program.

All principal candidates were accurately identified as other enrolled or finisher in the content area for which they would be certified.

Two (2) out of four (4), 50%, school counselor candidates were accurately identified as other enrolled or finisher in the content area for which they would be certified. One candidate was listed as "all but clinical" in one year enrolled with the program and had a gap where they were not listed as other enrolled with the program. One candidate was listed as other enrolled for two years after the EPP had removed them from the program. One candidate was admitted in error, removed from the system, and is currently not listed as other enrolled.

All superintendent candidates were accurately identified as other enrolled or finisher in the content area for which they would be certified. One candidate was admitted in error, removed from the system, and not currently listed as other enrolled.

All reading specialist candidates were accurately identified as other enrolled or finisher in the content area for which they would be certified. It is important to note that three (3) candidates were listed as finishers, but never tested with the program, and now they cannot go to another EPP for standard certification in that certification area. The only option for those candidates is for the EPP to provide test approval until they pass the exam or exceed the testing limit.

Overall, not all candidate statuses in all programs were reported accurately in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment.

3. Candidate records for clinical teaching, internship, or practicum as required by 19 TAC Chapters 228, 239, 241, 242 were reviewed.

Seven (7) out of ten (10), 70%, teacher files contained observations by the field supervisor during clinical teaching that met requirements for frequency, duration, and format in ECOS that matched paper copies retained by the program. One file only had paper copies for two (2) of the three (3) required observations. One file contained one observation that had a discrepancy in one observation in the paper copy as compared to what was reported in ECOS. One file contained no evidence of paper copies of the required observations, other than the first contact.

Two (2) out of four (4), 50%, principal files contained the required observations by the field supervisor during the practicum. One file contained an observation, a reflection, and



a self-assessment. One file contained no evidence of observations completed by the field supervisor. One file completed the practicum after the EPP submitted documents for review and that file was out of range of required submissions for review.

One (1) out of three (3), 33%, school counselor files contained the required observations by the field supervisor during the practicum. One file contained three (3) observations, but they did not total the required 135 minutes in duration. One file contained three (3) observations, but one (1) observation had no end time and it could not be determined if all observations totaled 135 minutes. Two files did not continue with the EPP and never reached the point of practicum.

None of the superintendent files contained evidence of observations by the field supervisor completed during the practicum. One file contained two reflective papers. One file contained a self-assessment and a reflective paper. One file contained no evidence of observations during the practicum. One file completed the practicum in 2008 and the EPP did not retain evidence of the observations even though the candidate was not standard certified until May, 2018. One file never reached the point of practicum.

None of the reading specialist files met the requirements for observations by the field supervisor during the practicum. Four (4) out of five (5) reading specialist candidates reached the point of practicum. Three files contained evidence of three observations during the practicum, but a duration was not noted. One file only contained two observations and no duration was noted.

Overall, UT – San Antonio did not provide adequate field supervision for candidates completing clinical teaching or practicum. Not all observation data reported in ASEP was accurate when compared with related documentation in candidate records. Observations for non-teacher classes are not required to be uploaded into ASEP, but the EPP is required to retain evidence in candidate files which was not found.

4. A review of candidate records revealed that eight (8) out of nine (9), 89%, teacher candidates that received standard certificates met requirements as identified in 19 TAC Chapter 230. One was admitted in math, but was certified in English Language Arts. One file was not standard certified.

A review of candidate records for the non-teacher classes of certification revealed that ten (10) candidates in various certification categories reached the point of standard certification.

Two principal candidates met the degree requirements, years of experience as determined by a service record, and teaching certificate requirements required for standard certification. [19 TAC §241.60(1)-(5)]

Two school counselor candidates met the degree requirements, years of experience as determined by a service record, and teaching certificate requirements required for standard certification. [19 TAC §239.20(1)-(4); 19 TAC §230.13(a)(1)-(3)]

Four superintendent candidates met the degree requirements, years of experience as determined by a service record, and teaching certificate requirements required for standard certification. [19 TAC §242.20(1)-(4); 19 TAC §230.13(a)(1)-(3)]



Two reading specialist candidates met the degree requirements, years of experience as determined by a service record, and teaching certificate requirements required for standard certification. [19 TAC §239.93(1)-(4); 19 TAC §230.13(a)(1)-(3)]

5. Not all candidate records were complete and retained by the University of Texas – San Antonio. [19 TAC §228.40(f)]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 9/1/2019:

- Require applicants to be formally or contingently admitted. Rule does not address “provisional admission”. Candidates contingently admitted are those currently enrolled in and expected to complete courses and other requirements for obtaining, at a minimum, a bachelor’s degree at the end of the semester in which admission to the program is sought. [19 TAC §227.10(a)-(e); 19 TAC §227.15(a)-(b)]
- Require the EPP to retain evidence of degree held at the time of admission. [19 TAC §227.10(a)(3)(A)(i)(I-II)(ii)(I-II)]
- Require an interview or screening device for each applicant prior to admission. Require a cut score on the interview or screening device and ensure that applicants are aware of the cut score. Applicants to the principal program are required to complete screening activities to determine appropriateness for the principal certificate. [19 TAC §227.10(a)(8); 19 TAC §241.45(c); 19 TAC §241.5(c)]
- Accurately report all candidates as admitted on a GPA spreadsheet by September 1 for the year that they are admitted and for each certification area for which they are admitted. [19 TAC §229.3(f)(1)]
- Accurately report all admitted candidates in ECOS for the academic year for which they are admitted and within seven calendar days of admission. Include all content areas and any supplemental areas for which they will be certified when entering candidates in the system. They must be uploaded as “eligible” or “approved for one attempt”. [19 TAC §227.17(a)-(e)]
- Accurately report candidate status in ECOS as “other enrolled” or “finisher” for each year that they are in the program. Include all content areas and any supplemental areas for which they will be certified when uploading onto a finisher list as “other enrolled”. Do not remove them as “other enrolled” unless they are no longer with the program due to withdrawal or termination. [19 TAC §228.35(e)(2)(C)(v)(II); 19 TAC §229.3(f)]
- Complete and report observations for all candidates holding Intern or Probationary certificates; clinical teaching; or practicum experience. Ensure that the actual paper documentation corresponds to what is entered into ECOS for duration and frequency. While field supervision observations are not required to be uploaded into ECOS for non-



teacher classes, the EPP is required to maintain documentation of those observations. [19 TAC §228.35(g)(1)-(8); 19 TAC §228.35(h)(1)-(3); 19 TAC §229.3(f)]

- Maintain documentation of observations completed by the field supervisor for all classes of certification in each candidate file. Enter the observations in ECOS for teacher candidates and ensure that the observations uploaded into ECOS in terms of frequency and duration match the paper copy maintained in the candidate file. Teacher candidates are required to have three observations during clinical teaching. Non-teacher candidates are required to have three observations totaling 135 minutes in duration. All candidates are required to have an initial contact within the first three (3) weeks of assignment and all are required to have a pre- and post-observation conference. [19 TAC §228.35(g)(1-8); 19 TAC §228.35(h)(1-3)]
- Retain all documents that evidence each candidate’s eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after the candidate completes, withdraws from, or is discharged or released from the program. [19 TAC §228.40(f)]
- Align the verbiage of the program to the verbiage of TAC for the purpose of ensuring that all unique programs at UT – San Antonio know, understand, and implement the requirements of TAC, such as field supervisor, mentor, cooperating teacher, observation documents, and practicum requirements.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 1, 2019”.

Signature of Legal Authority	Date
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Printed Name of Legal Authority	Date
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