



## 2017 – 2018 Continuing Approval Review Report

### Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba for the University of Texas - Tyler (212503) educator preparation program (EPP) on January 3, 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. University of Texas - Tyler was originally approved as an EPP on May 5, 2000.

Dr. Ross Sherman, Dean, College of Education and Psychology is the program Legal Authority and Dr. Colleen Swain was the primary EPP contact for the 2017-2018 review. University of Texas - Tyler is approved for the following certificate classes: Teacher, Principal, School Counselor, Superintendent, Educational Diagnostician, Reading Specialist, and Master Reading Teacher. Certification is offered in these routes: Undergraduate and Post-baccalaureate. The EPP reported 293 program finishers for the 2016-2017 reporting year and 326 finishers for 2017-2018.

Candidate records were reviewed for 40 candidates from the following certificate classes: Teacher, Principal, School Counselor, Superintendent, Educational Diagnostician, Reading Specialist, and Master Reading Teacher. The status report submitted by UT-Tyler was reviewed and provided context for understanding the contents of the candidate records. Results were discussed with EPP staff on Wednesday, January 23, 2019. Attending from the EPP were: Dr. Ross Sherman; Ms. Virginia Fender, Director, Educator Certification and Program Accountability; Ms. Cynthia Sherman, Coordinator, Field Experiences; Mr. Frank Dykes, Associate Director, School of Education and Coordinator, Special Education Program; Ms. Gina Doepker, Coordinator, Literacy Program; Ms. Jennifer Jones, Coordinator, Superintendent Program; Mr. Gary Miller, Coordinator, Principal Program; Mr. Karl Witt, Coordinator, School Counseling Program; Ms. Sydni Blundell, Special Assistant to the Dean; Ms. Sharon Amaral Back, Instructional and Evaluation Support Specialist; and Ms. Yanira Oliveras-Ortiz, Coordinator, Curriculum and Instruction Program.

### Results

Admission records reviewed for the 40 candidates revealed that 34 out of 40 (85%) were accurately reported on the GPA spreadsheet. Three (3) candidates from the teacher program and one (1) each from the Superintendent, Educational Diagnostician, and Master Reading Teacher (MRT)/Reading Specialist (RS) programs could not be located on a GPA spreadsheet.

Admission dates in candidate records correlated with those uploaded into ECOS for 20 out of 40 (50%) records reviewed. Implementing the requirement in 19 TAC §227.17(d) that the date of admission must be included in the formal offer of admission, will allow the programs within the EPP to more easily identify the formal admission dates and accurately input them into the ECOS system.

It was noted that several candidates in the non-teacher classes were granted provisional admission for various reasons. Because 19 TAC §227 identifies the only admission options as formal and contingency admission, the programs within the EPP should review admission requirements and ensure candidates are either formally admitted, or contingently admitted if



admission is granted to an applicant that expects to have the degree required for admission conferred sometime in the same semester in which the contingency admission was granted. [19 TAC §227.15(a)(1)].

Records were reviewed for four (4) candidates admitted with credentials from out-of-country. All candidates (100%) had the required transcript evaluation and demonstration of English language proficiency as required in 19 TAC §227.10(e) and §227.10(a)(7).

All candidates were not granted test approval until formally admitted as required.

Records for the 10 teacher candidates revealed that 7 out of 10 (70%) of the candidates were admitted with the required number of semester credit-hours in the subject area of the certificate sought. Teacher program staff should review the semester credit-hour requirement in 19 TAC §227.10(a)(4) and ensure applicants seeking admission into the teacher certification program(s) have completed a minimum of 12 semester credit-hours (15 hours if math or science) or have a passed content exam in the subject area of the certificate sought.

Documentation in candidates' records revealed all other admission requirements identified in 19 TAC §227, §239, §241, and §242 were met.

A review of records for 40 candidates revealed that candidate status was reported correctly to TEA in the Accountability System for Educator Preparation (ASEP) system for 25 out of 40 (63%) candidates. To accurately report candidate status for candidates in all classes, the EPP must: 1) identify the certificate(s) sought by a candidate; 2) identify the route in which the candidate is seeking certification; and 3) identify that candidate as either "Other Enrolled" or "Finisher" for each year the candidate is in the program. EPP staff are encouraged to review the procedures for data reporting and update processes where necessary to ensure all data is reported accurately in ASEP.

Dates and documentation in records reviewed for 10 teacher candidates revealed that only eight (8) of those candidates had the opportunity to complete the required clinical teaching or internship. Of the two (2) that did not, one (1) had not reached that point in the training process at the time the documents were requested for the review, and the other candidate withdrew from the program before completing that requirement. For the 8 candidates that completed clinical teaching or internship, field supervision and ASEP records were evaluated. Records for four (4) of the 8 candidates (50%) contained documentation to show that the clinical or intern experience and related field supervision were completed as required in TAC; and the related observations were reported accurately in ASEP. For one (1) of the 8 candidates (13%), observation documents were not available and there was no record of the observations in ASEP. Records for three (3) of the 8 candidates (38%) contained documentation of observations completed as required; however, the observations were not accurately represented in ASEP. For two (2) of the candidates, the placement in clinical teaching or internship did not correspond to an area for which the candidate was certified. Additionally, one (1) of the teacher candidates was only observed in one placement and not both placements as required by 19 TAC §228.35.

Dates and documentation in records reviewed for 30 candidates completing non-teacher programs revealed that 24 of those candidates had the opportunity to complete the required practicum. Of those 24 that should have completed a supervised practicum, completion of the 160 clock-hour practicum and appropriate field supervision could be verified for 10 (42%). For



the remaining 14 candidates, it could not be determined if candidates did not meet practicum requirements or if the documentation had not been retained appropriately. Inconsistent documentation regarding the practicum and required field supervision was seen in records for candidates in all non-teacher classes. EPPs are not required to report non-teacher observations in ASEP but they are required to retain documentation in candidates' records. [19 TAC §228.35(h)]

Based on the documents in the records of candidates seeking the Master Reading Teacher certificate, it could not be verified that candidates received training and field supervision in the implementation of the professional peer mentoring standards required for that certificate. [19 TAC §239.100(c) and §239.101(c)(2)(B)(iii)]

Eight out of the 10 teacher candidates whose records were reviewed had reached the point of standard certification. All (100%) had completed all certification requirements prior to standard certification. [19 TAC §230.13(a)].

Seventeen of the candidates whose records were reviewed for the non-teacher programs had reached the point of standard certification. Of those, all met the certification requirements for the certificate(s) sought. It was noted that some candidates in the Principal, School Counselor, and Educational Diagnostician programs received standard certification either prior to or on the date the required degree was conferred. EPP staff were advised they must verify the required degree has conferred prior to recommending the standard certificate. [19 TAC §230.13(a), §241.60, §239.20, §242.20, §239.84, §239.93, §239.101].

Various records were missing for some of the candidates reviewed. It is not evident if these were missing because they were not retained as required in 19 TAC §228.40(f) or if the EPP did not follow the requirements and thus did not generate the appropriate documentation. EPP staff should review records retention processes to ensure all documentation that is evidence of candidate admission and completion of all program requirements is retained in candidate records for a minimum of five (5) years from the time the candidate leaves, finishes, or is removed from the program. [19 TAC §228.40(f)]

### **Next Steps**

The EPP must update processes and practices in the following areas by September 1, 2019 to bring them into alignment with requirements in TAC.

- Ensure that candidates are formally admitted or contingently admitted by meeting all applicable admission requirements. Formally admitted candidates are those that have met all admission requirements and contingently admitted candidates have met all admission requirements except the conferred degree that is required for admission. To achieve formal admission, the contingently admitted candidate must submit an official transcript reflecting the conferred degree by the end of the semester in which contingency admission is sought. [19 TAC §227.15 and §227.17]
- Review and revise, if necessary, the formal offer letter extended to applicants by each program within the EPP so that each letter more clearly reflects the date of admission.



- EPP staff must accurately report candidates admitted in all certification classes by uploading candidates into the Test Approval screen in ECOS as 'Eligible' for the test required for the certificate sought using the date of admission reflected in the offer letter. Admitted candidates must be uploaded within seven calendar days of admission as required in 19 TAC §227.17(e).
- EPP staff must accurately report all candidates admitted into all certification classes on the GPA spreadsheet for the reporting year in which admission was granted. The admission date, GPA, certificate sought, and all other data recorded on the GPA spreadsheet for each candidate must correlate with documents retained in the candidate's record and with the data entered for the candidate in the Test Approval screen in ECOS. Accurate GPA spreadsheets reflecting candidates admitted to all programs within the EPP during the specified reporting year are required to be submitted to TEA on September 15 each year. [19 TAC §229.3(f)(1)]
- EPP staff must accurately report candidate status on the Finisher Records List in ASEP as "other enrolled" or "finisher" for each reporting year the candidate is in the program. The certification route and certificate sought by the candidate must correlate with the information that was uploaded into Test Approval and with the information on the GPA spreadsheet for each candidate. The certification route and certificate sought by the candidate must also correlate with any certificates recommended for the candidate. Candidates that withdraw, or are withdrawn from, the EPP should not appear on the Finisher records List. [19 TAC §228.35(e)(2)(C)(v)(II) and §229.3(f)(1)]
- For teacher certification programs, formal observations must be completed and reported in ASEP for all candidates holding Intern or Probationary certificates and for all candidates completing clinical teaching. Ensure that the documentation retained in candidates' records reflects the information entered in ASEP for each observation. Observation documents must be retained in candidate records as required by 19 TAC §228.40(f). [19 TAC §228.35(g) and §229.3(f)(1)]
- For non-teacher certification programs, formal observations must be completed for all candidates holding Intern or Probationary certificates and for all candidates completing a practicum. Formal observation data for non-teacher classes is not required to be uploaded into ASEP at this time; however, the EPP must maintain documentation of those observations in candidates' records as required by 19 TAC §228.40(f). [19 TAC §228.35(h)]
- Review and revise field supervision requirements and observation tools, if necessary, to ensure candidates receive standards-based field supervision in all areas for which candidates are seeking certification. Maintain documentation of all observations in each candidate record and make sure observation data are entered in ASEP for all certificate areas sought by teacher candidates. [19 TAC §228.35(g)(5)]
- Review and revise, if necessary, Master Reading Teacher curriculum to ensure candidates seeking Master Reading Teacher and Master Reading Teacher/Reading



Specialist certification receive training in effective professional peer mentoring since it is not a requirement for the Reading Specialist certificate. [19 TAC §239.101(c)(2)(B)(iii)]

- Review and revise, if necessary, the process for recommending standard certificates for candidates in all non-teacher programs to ensure the required post-baccalaureate degree has conferred prior to recommending the certificate. [19 TAC §239.20, §239.84, §239.93, §239.101, §241.60/§241.20, and §242.20]
- Retain all documents that evidence each candidate's eligibility for admission to the program and completion of all program requirements for a period of five (5) years after the candidate completes, withdraws from, or is discharged or released from the program. [19 TAC §228.40(f)]
- 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”.**

<b>Signature of Legal Authority</b>	<b>Date</b>
<b>Printed Name of Legal Authority</b>	<b>Date</b>