



2020 – 2021 Continuing Approval Review Report University of Texas Permian Basin

PURPOSE

Texas Education Agency (TEA) Education Specialists, Vanessa Alba, Emily Newton, Guiomar Andujar, and DeMarco Pitre conducted a five-year Virtual On-Site Continuing Approval Review of the educator preparation program (EPP) for the University of Texas Permian Basin (UTPB) on January 12-14, 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...". Larry, G. Daniel, Ph.D., Dean, was identified as the program Legal Authority and Roy Hurst, Ph.D., Certification Officer and Backup Legal Authority was identified as the primary EPP contact for the review process. The University of Texas Permian Basin was approved as an EPP on May 3, 1973. At the time of the review, the EPP was rated Accredited Probation Year 1 in 2018-2019 and Not Rated-State of Disaster in 2019-2020. The risk level was Stage 1 (high). The EPP reported 229 finishers for the 2018-2019 reporting year and 197 finishers for 2019-2020.

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

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 "Virtual On-site" 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 Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

It was noted that the University of Texas-Permian Basin was last reviewed during the summer of 2015. Many of the findings that were compliance items during that review re-surfaced as compliance items during the current review.

EPP staff participating in the review at various stages were: Dean Larry Daniel, Legal Authority; Dr. Hurst, Backup Legal Authority and certification officer; Kevin Badgett, Steve Brown, and LuAnna Stephens, Principal and Superintendent programs; Tara Wilson and Shelly Landreth,



Reading Specialist program; Maria Avalos and Samantha Klassen, School Counselor program; Kara Rosenblatt, Tonya Sanchez and Lindsey Balderaz, Educational Diagnostician program; and Lorraine Spickermann, Sharon Vasser Darling, Ruth Ann McQuitty, Yolanda Salgado, Tomas Espinoza, Louis Glover, Jonghee Shim, Julie Kupper, Daphne Pugh, and Denise Escalante, Teacher program. It was noted that due to the small size of the UTPB program, many faculty members working in the non-teacher programs also work in the teaching programs.

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 December 7, 2020. Additional EPP documents, including records for a total of 40 files as follows: 15 teacher candidates (five each in the UG, ACP, and PB routes), five (5) principal candidates, five (5) superintendent candidates, five (5) school counselor candidates, five (5) educational diagnostician candidates, and five (5) reading specialist candidates (all in the PB route) were submitted on December 23, 2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was 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, signed by the legal authority as true and correct, to determine compliance.
- It was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency of once per academic year met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for the University of Texas–Permian Basin (UTPB) programs. The legal authority's participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- UTPB has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website for each specific program within the EPP. [19 TAC §228.20(g)]



- UTPB submitted the Status Report for the EPP Review on December 7, 2020, as required. [19 TAC §228.10(b)(1)]
- UTPB has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on May 3, 1973, when the program was first approved to operate. The application is on file with TEA. [19 TAC §228.10(c)]
- It was noted in the last EPP Review that there were compliance issues related to conducting the required meetings each academic year, capturing membership input into the design, delivery, and major policy decisions of the EPP, and verifying that members were advised of their roles & responsibilities. For that reason and because TEA relied on the Status Report for 20-21 to determine compliance, those items are listed as recommendations.

Compliance Issues to be Addressed (see Compliance Plan)

- None.

Recommendations

- Continue to ensure that UTPB has one advisory committee meeting per academic year, document the required information, and retain minutes and sign-in sheets with members present.
- Verify by signature the training of advisory committee members so that roles and responsibilities are clearly understood.
- Explore the use of technology, such as Zoom or Teams meetings to conduct advisory committee meetings.
- Provide Continuing Professional Education (CPE) credit to the advisory committee members who need hours for certification renewal.

Based on the evidence presented, The University of Texas Permian Basin was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- UTPB has informed applicants in the teacher program of the required criminal history background check prior to employment as an educator and prior to clinical teaching. Information was found on the undergraduate, ACP, and PB teacher web pages. The required information was not found for the principal, superintendent, school counselor, educational diagnostician, or reading specialist programs. The program met the requirements for the teacher class, but not the non-teacher classes. [19 TAC §227.1(b)]
- UTPB has informed applicants of the required information about the EPP. Admission requirements were found on the website and in handbooks for each program. EPP completion requirements were found on the website and in candidate handbooks. The performance of the EPP over time for the past five years was found on the website. It was also noted that UTPB has also included their Council for the Accreditation of Educator Preparation (CAEP) accreditation on the website accreditation page. The



program met the requirement as prescribed. [19 TAC §227.1(c)(1-2) and 19 TAC §227.1(3)(B)]

- The effects of supply and demand were not found on the website or in any application material. The program did not meet the requirement as prescribed. [19 TAC §227.1(c)(3)(A)]
- UTPB has not informed applicants and candidates about the required information regarding criminal history. The program did not meet the requirement as prescribed. [19 TAC §227.1(d)]
- A total of 45 files were reviewed for admission requirements. They included five undergraduate teacher files, five alternative certification program (ACP) teacher files, and five post-baccalaureate (PB) teacher files, and 25 PB non-teacher files, five each for principal, superintendent, school counselor, educational diagnostician, and reading specialist candidates. All five undergrad candidates were enrolled at the university at the time of admission. Eight out of ten ACP and PB teacher candidates had a bachelor's degree at the time of admission. The teacher candidate files reviewed, 13 out of 15 or 87%) met the required institution of higher education (IHE) enrollment or degree requirements as prescribed. All non-teacher PB candidates held the required degree at the time of admission. All (100%) principal/PIL, school counselor, educational diagnostician, and reading specialist candidates held the minimum of a bachelor's degree at the time of admission. All five (100%) of superintendent candidates held a master's degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5(a)]
- Candidates must have a minimum GPA of 2.5 for admission to an EPP. Candidate records were reviewed for the minimum GPA requirement for admission. The undergrad teacher candidate GPA requirement as posted on the website was 2.75 overall or in the last 60 hours and the GPA range found in candidate records was 2.5-3.24. The ACP and PB GPA requirement as posted on the website was 2.5 or 2.5 in the last 60. The and the GPA range found in candidate records was 2.57-3.81. The principal GPA required as posted on the website was 3.0 or if below 3.0, a 2.5 is required in the last 60 hours. The GPA range found in candidate records was 2.54-3.80. The required GPA for superintendent candidates as posted on the website is 2.5 and the GPA range found in candidate records was 2.88-3.97. The required GPA for school counselor candidates is 3.0 or 3.0 in the last 60 hours and the GPA range found in candidate records was 2.79-3.86. The required GPA as posted on the website for educational diagnostician candidates was 3.0 or 3.0 in the last 60 hours and the GPA range found in candidate records was 3.0-3.69. The GPA required as posted on the website for reading specialist candidates was 3.0 or 3.0 in the last 60 hours and the GPA range found in candidate records was 2.89-3.72. It was noted that UTPB did not always meet its admission GPA requirement. However, 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. All 15 teacher files (100%) met the requirement. Official



transcripts, transcript evaluation documents, and PACT scores served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]

- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with the THEA, TSI, or Accuplacer. The ten 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. All teacher and non-teacher candidates met the requirement with U.S degrees. [19 TAC §227.10(a)(7)]
- All applicants are required to submit an application. All 15 teacher candidates (100%) had an application. All five (5) principal candidates had an application. All five (5) superintendent candidates (100%) had an application. All five (5) school counselor candidates (100%) had an application. All five (5) educational diagnostician candidates (100%) had an application. Four (4) out of five (5) (80%) reading specialist candidates had an application. The program met the requirement as prescribed. [19 TAC §227.10(8)]
- An applicant must participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certificate sought. All teacher applicants are required to complete an essay. The review of the 15 teacher candidate records revealed that seven (7) files contained an essay scored on a rubric to determine levels of proficiency, five (5) files contained an essay but did not have an associated rubric, and three (3) files contained no evidence at all. The teacher program was 47% compliant. All principal applicants are required to have two (2) screens. UTPB applicants are required to complete an essay and provide a PowerPoint presentation. All five (5) files reviewed contained an essay and PowerPoint, each scored on a rubric. The principal program was 100% compliant. All superintendent applicants are required to have two (2) screens. UTPB applicants are required to complete an essay and provide a PowerPoint presentation. Five (5) files were reviewed. Four (4) files contained an essay and PowerPoint, one of which was missing rubrics, and one file only contained one (1) screen. The superintendent program was 80% compliant. School counselor applicants are required to submit an essay. Four (4) out of five (5), 80%, contained an essay. Of the four that contained an essay, two contained no rubric to determine levels of proficiency. The program was 80% compliant. Educational diagnostician applicants are required to submit an essay. All five (5) files reviewed contained an essay and of the files reviewed, two (2) were missing a scored rubric. The educational diagnostician program was 60% compliant. Reading Specialist applicants are required to submit an essay. Four (4) out of five (5) files reviewed (80%) contained an essay and of the four with an essay, three had no rubric and only one had a cut score noted on the rubric. The program was 80% compliant. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- The school counselor, educational diagnostician, and reading specialist programs all had additional academic requirements for admission. The school counselor program requires a GRE score of 282 if an applicant does not have a 3.0 GPA in the last 60 hours. Four



(4) out of five (5) files met the requirement and one did not. The school counselor program was 80% compliant. The educational diagnostician program requires a GRE score of 282 if an applicant does not have a 3.0 GPA in the last 60 hours. All candidate files reviewed (100%) met the requirement. The reading specialist program requires a GRE score of 282 if an applicant does not have a 3.0 GPA in the last 60 hours. Four (4) files met the GPA requirement and one file had less than a 3.0 GPA and met the requirement. The program was 100% compliant. The programs met the requirement as prescribed. [19 TAC §227.10(a)(9)]

- UTPB admitted a PB candidate that had transferred from another EPP. The candidate transfer form was not provided. The program did not meet the requirement as prescribed. [19 TAC §227.10(c)]
- It was noted that UTPB has recently been approved to offer the EC-3 certificate. To date, the program has not admitted any EC-3 candidates. It was noted that the program was awarded a grant for EC-3 candidates. [19 TAC §227.10(g)]
- An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred. It was noted that no candidates were admitted on a contingency basis. It was noted that all non-teacher classes have a “conditional admission” for applicants with less than a 3.0 GPA or less than a 3.0 GPA in the last 60 hours. This was noted on the applications for the non-teacher classes and was brought to the attention of the certification officer. Applicants are either formally or contingently admitted. There is no “conditional admission”. [19 TAC §227.15(a)]
- Effective March 1, 2016, for an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements. For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. Fifteen teacher files were reviewed. All four undergrad files contained an offer of admission which the candidate accepted in writing and the fifth candidate file reviewed was admitted before the requirement went into effect. All five ACP files reviewed contained a formal offer of admission and a written acceptance. In the PB teacher program, three (3) out of four (4) met the requirement with a formal offer of admission with a written acceptance, and the fifth was admitted prior to the required effective date. In all for the teacher program, 14 out of 15 files reviewed, 93%, met the requirement as prescribed. For the principal program, four candidate files (100%) were reviewed met the requirement as prescribed, and the fifth candidate file reviewed was admitted prior to the effective date of the requirement. For the superintendent program, all five (5) files (100%) contained a formal offer of admission and written acceptance and met the requirement as prescribed. For the school counselor program, all five (5) files (100%) contained a formal offer of admission and written acceptance and met the requirement as prescribed. For the educational diagnostician program, four (4) files (100%) contained a formal offer of admission and written acceptance and met the requirement as prescribed and the fifth file reviewed was admitted prior to the implementation date of the requirement. . For the reading specialist



program, two (2) out of five (5) files (40%) contained a formal offer of admission and written acceptance. The reading specialist did not meet the requirement as prescribed. In all programs except the reading specialist program, UTPB met the requirement as prescribed. [19 TAC §227.17]

- Beginning January 1, 2017, the effective date is required to be included in the formal offer of admission. In the teacher undergrad program, all four (4) formal offers of admission were missing an effective date, and the fifth file reviewed was admitted prior to the implementation date. In the teacher ACP program, all formal offers of admission were missing an effective date. In the teacher PB program, three (3) out of four (4) files reviewed (75%) contained an effective date, and the fifth was admitted prior to the implementation date. Overall, in all teacher programs, 23% met the requirement and the teacher program did not meet the requirement as prescribed. All non-teacher programs, principal, superintendent, school counselor, educational diagnostician, and reading specialist files reviewed contained an effective date in the formal offers of admission and met the requirement as prescribed. [19 TAC §227.17(d)]
- Effective January 1, 2017, an EPP must notify TEA within seven calendar days of a candidate's admission. The undergrad, ACP, and PB teacher programs all met the requirement as prescribed. The principal, superintendent, school counselor, educational diagnostician, and reading specialist programs all met the requirement as prescribed. [19 TAC §227.17(e)]
- An EPP cannot provide coursework, training or exam approval until a candidate is formally or contingently admitted. All 15 teacher files and all 25 non-teacher files, 100%, met the requirement. Transcripts and candidate testing history served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §227.17(f)]
- The overall GPA of each incoming class admitted between September 1 and August 31 of each year by an EPP may not be below 3.0 on a four-point scale. The program met the requirement as prescribed. [19 TAC §227.19(a)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §227.1(b) The non-teacher principal, superintendent, school counselor, educational diagnostician, and reading specialist preparation programs did not inform applicants that they must undergo a criminal history background check prior to employment as an educator and prior to clinical teaching.
Action: Provide the link to where this information is located on the website.
- 19 TAC §227.1(c)(3)(A) Inform all applicants in writing of the effect of supply and demand forces on the educator workforce in the state.
Action: Provide the link to where this information is located on the website.
- 19 TAC §227.1(d) Notify, in writing, each applicant to and enrollee in the EPP of the potential ineligibility of the individual who has been convicted of an offense for issuance of a certificate on completion of the EPP and the right to request a criminal history evaluation.
Action: Provide the link to where posted on the website for all applicants and enrollees.



- 19 TAC §227.17 Reading specialists were not formally admitted.
Action: Provide one candidate file for a reading specialist candidate that shows that the candidate was formally admitted. Include the dated offer of admission and acceptance by the candidate, both in writing.
- 19 TAC §227.10(a)(8) Teacher applicants were not screened for admission.
Action: Provide one candidate file with TEA ID for an UG, ACP, and PB candidate that contains the essay required for admission evaluated with a cut score or a rubric that includes descriptions of levels of performance quality based on a coherent set of criteria.
- 19 TAC §227.10(c) A PB teacher candidate was admitted as a transfer candidate from another EPP without a transfer form.
Action: Provide one PB candidate file that includes the transfer form, application for admission, and official transcripts. TEA will verify the records in ECOS and ASEP. Retain the candidate transfer forms in the candidate records.
- 19 TAC §227.17(d) The effective date was not included in the formal offer of admission for teacher candidates.
Action: Provide one candidate file for a teacher UG/ACP/PB candidate that meets requirements and contains the written formal admission offer letter.

Recommendations

- Consider creating one central page on the UTPB main College of Education website that contains all required postings to ensure that all applicants and candidates have easy access to all required information so they can make informed decisions about the EPP.
- Add a cut score to the essay rubric for applicants to the teacher programs and retain both essays and completed rubric for every candidate. This was noted as a compliance issue in the previous EPP review.
- It is recommended that more than two non-teacher program staff screen all non-teacher applicants in the event that the screeners do not agree on the rating.
- Ensure that the program retains the rubrics with cut-scores used to screen all non-teacher candidates.
- Retain candidate transfer forms in candidate records.
- It is recommended that UTPB review and correct the non-teacher applications to remove the phrase “conditional admission” to avoid confusion for applicants. There is no conditional admission. There is only formal or contingency admission – make a recommendation.
- Consider creating a template letter of Formal Admission that includes a place for a clear admission date or a statement explaining the admission date is the date that the letter is signed and use it for all applicants to UTPB.

Based on the evidence presented, The University of Texas Permian Basin is not in compliance with 19 TAC Chapter 227 - Admission Criteria.



COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA staff reviewed the Science of Teaching Reading (STR) curriculum as it pertained to the UG Core Subjects EC-6 certificate. TEA also relied on self-reported information contained within the Status Report to determine compliance.
- UTPB 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 provided thirteen (13) Core Subjects EC-6 syllabi for review and the STR alignment charts. The relevant standards for the certificate were noted on each syllabus. [19 TAC §228.30(a)]
- The program has a research-based curriculum that relies on scientifically based research to ensure educator effectiveness. Each syllabus reviewed contained the research referenced. [19 TAC §228.30(b)]
- There was no explicit language about the educator code of ethics in the coursework for the EDUC 4311 and EDUC 4681 courses reviewed. Principal candidates are instructed in EDLD 6361. Superintendent candidates are instructed in EDLD 6475. Educational diagnostician candidates are instructed in EDSP 6395. School counselor candidates are instructed in COUN 6371, 6384, & 6395. Reading specialist candidates are instructed in EDRD 6321 and other practicum courses. The program did not meet the requirement as prescribed for the teacher program but did for the non-teacher program. [19 TAC §228.30(c)]
- Instruction in the detection and education of students with dyslexia is required to be taught to all candidates seeking certification in any certificate category/class. For the teacher class, evidence was found in EDUC 4327, modules from a dyslexia specialist associated with UTPB, through the Dyslexia Handbook provided to teacher candidates, and through the use of a PPT which was provided to TEA for review. Superintendent candidates receive instruction in EDLD 6475. Educational diagnostician candidates receive instruction in EDSP 6386 and 6395. Reading specialist candidates receive instruction in EDRD 6321 and EDRD 6333. Principal and school counselor candidates are not instructed in dyslexia. The teacher, superintendent, educational diagnostician, and reading specialist programs met the requirement as prescribed. The principal and school counselor programs did not meet the requirement as prescribed. [19 TAC §228.30(c)(2)]
- All candidates are required to receive instruction regarding mental health, substance abuse, and youth suicide. Per the Status Report provided, educational diagnostician candidates receive instruction in EDSP 6386 and 6395, and school counselor candidates receive instruction in COUN 6375, 6380, 6381, and 6383. The undergraduate Core EC-6 candidates, principal, reading specialist, and superintendent programs did not provide evidence that they met the requirement as prescribed. [19 TAC §228.30(c)(3)]
- All candidates are required to receive instruction in the skills that educators are required to possess, the responsibilities they are required to accept, and the high expectations for the students in this state. Teacher UG, ACP, and PB candidates receive instruction in identified coursework. Principal candidates receive instruction in EDLD 6361 and other



program coursework. Superintendent candidates receive instruction in EDLD 6475. Educational diagnosticians receive instruction in EDSP 6394 and 6395. School counselor candidates receive instruction in COUN 6371. Reading specialist candidates receive instruction in EDRD 6315 and other program courses. The program meets the requirements as prescribed. [19 TAC §228.30(c)(4)]

- All candidates are required to receive instruction in the importance of building strong classroom management skills. Teacher candidates receive instruction in identified coursework. Educational diagnostician candidates receive the instruction in EDSP 6341 and 6395. Reading specialist candidates receive the instruction in EDRD 6315 and other program courses. School counselor candidates receive the instruction in COUN 6370, 6383, and 6385. Principal and superintendent candidates do not receive this training. The program met the requirement as prescribed for all certificate areas, except for principal and superintendent candidates. [19 TAC §228.30(c)(5)]
- The framework for teacher and principal evaluation is required to be taught to all candidates. For teacher candidates, the instruction is provided in identified coursework and the T-TESS rubric is used with candidates in clinical teaching, but candidates are not provided with instruction about the T-PESS used for principal evaluations. Principal candidates receive instruction in EDLD 6370, 6371, and 6372. School counselor candidates receive the instruction in COUN 6385. Superintendent, educational diagnostician, and reading specialist candidates do not receive this training. Principal and school counselor candidates met the requirement as prescribed. Teacher, superintendent, educational diagnostician, and reading specialist candidates did not meet the requirement as prescribed. [19 TAC §228.30(c)(6)]
- All candidates must receive instruction in appropriate relationships, boundaries, and communications between educators and students. Teacher candidates receive instruction in EDUC 4324 in Sandford Inspire modules. Evidence was found for two (2) Core Subjects EC-6 candidates. There was no specific instruction about appropriate boundaries provided for the remaining candidates. Educational diagnosticians receive the instruction in EDSP 6395, school counselors receive the instruction in COUN 6371 & 6385 and reading specialist candidates receive the instruction in EDRD 6321 & other practicum courses. The principal and superintendent candidates did not receive this training/instruction. Educational diagnostician, school counselor, and reading specialist candidates met the requirement as prescribed. Teacher, principal, and superintendent candidates did not meet the requirement as prescribed. [19 TAC §228.30(c)(7)]
- All candidates must receive instruction in digital learning, that includes a digital literacy evaluation followed by a prescribed curriculum that is aligned with the [International Society for Technology in Education \(ISTE\) standards](#), determines a person's degree of digital literacy, and includes resources to address any deficiencies identified by the digital literacy evaluation. This training/instruction was not found in the teacher coursework reviewed. It was also not found in the principal, superintendent, educational diagnostician, or school counselor programs. The reading specialist candidates receive instruction in EDRD 6317 and 6319. The reading specialist program met the requirement as prescribed. The teacher, principal, superintendent, educational diagnostician, and school counselor programs did not meet the requirement as prescribed. [19 TAC §228.30(c)(8)(A-C)]



- Instruction in the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) must be taught to all teacher candidates. The candidates in the UG Core Subjects EC-6/STR certificate received instruction in the identified coursework. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content area literacy must be taught to all teacher candidates. The candidates in the UG Core Subjects EC-6/STR certificate received instruction in the identified coursework. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood and prekindergarten, the PK guidelines must be taught. The candidates in the UG Core Subjects EC-6/STR certificate received instruction in the identified coursework. [19 TAC §228.30(d)(3)]
- All teacher candidates are required to receive instruction in the skills and competencies captured in the Texas Teacher Standards. Candidates in the UG Core Subjects EC-6/STR certificate received instruction in the identified coursework. [19 TAC §228.30(d)(4)]
- Instructional planning and delivery are taught in EDUC 3352, 4317, 4372, and 4373. Candidates are required to complete a project that demonstrates the integration of technology in the lesson plan appropriate for an individual with a disability. There was no rubric associated with the assessment. Candidates also create five (5) activities in five subject areas identifying academic language objectives that can be used in classroom settings to help second language learners. This includes a Tiered Thinking Language activity where they match the language proficiency stage of second language learners with activities. There was no rubric associated with this assessment. Candidates construct a file folder game designed to increase the case study student's ability in phonemic awareness, phonics, decoding, fluency, or vocabulary. There is no rubric or evaluative tool for this assessment. There were two additional assessments with not rubric. [19 TAC §228.30(d)(4)]
- Knowledge of students and student learning is taught in EDUC 4311, 4325, 4362, and 4327. Each module contains related texts, online article readings, discussion topics, and an exam. An associated rubric was not found. [19 TAC §228.30(d)(4)(B)]
- Learning environment is taught in EDUC 4099, 4311, and 4317. In addition to formal observations during clinical teaching, candidates receive four walk-throughs during the semester to provide feedback and on-going support. There is a mention of observations and post-observations as forms of evaluations, but the rubric was not provided. In EDUC 4317, candidates complete a part of the required 30 clock-hours of their field-based experiences (FBEs) for 12 hours. FBEs do not necessarily require a rubric. The requirement is that they are to be completed and candidates write reflections. [19 TAC §228.30(d)(4)(D)]
- Data-driven practice is taught in EDUC 4327. Candidates are required to write in 400-600 words, a written analysis about a realistic, but fictitious first-grade student based on assessment data. The data is provided to candidates. There is no rubric associated with this assessment. [19 TAC §228.30(d)(4)(E)]
- Professional practices and responsibilities are taught in EDUC 4681 Clinical Teaching, 4373 Teaching Elementary Language Arts and Social Studies EC-6 (with 12 hrs. of FBEs), EDUC 4372 Teaching Math and Science EC-6, EDUC 4311 Social-Emotional



Development & Learning, EDUC 4099, EDUC 4312 Early Childhood Education Curriculum and Instruction and EDUC 4352 SPED. Candidates are evaluated on the T-TESS observation form with a rubric aligned to standards. Candidates participate in Unit Lesson Planning using a UTPB template and include accommodations, modifications, and enrichment for classroom adaptations. Candidates also participate in the formal observation cycle that includes a pre-observation conference and an in-depth post-observation conference. Candidates participate in many other assessments throughout the courses. The assessments were quizzes, lesson plans, reflections, journals, classroom design, teacher interviews, and brochures. Rubrics were not included. In the EDUC 4312 ECE Curriculum and instruction EDUC 4312 course, candidates plan thematic units and complete FBEs, among other activities. Rubrics were included for the ECE course. [19 TAC §228.30(d)(4)(F)]

- Principal candidates are required to receive instruction captured in the Texas administrator standards. The degree plans for the five principal candidate files reviewed served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.30(e)]
- UTPB is approved to offer the EC-3 certificate and the relevant standards were addressed in the application, but to date has not admitted any candidates to the certificate area. It was noted that the EPP has been awarded a grant for the EC-3 certificate. [19 TAC §228.30(f)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.30(c)(1)(A-C) Teacher candidates in the undergrad program did not receive instruction in the Code of Ethics.
Action: Provide the Syllabi/course outlines that show where the content is explicitly taught to candidates in the EC-6 undergrad program because that was the content area that was reviewed.
- 19 TAC 228.30(c)(2) Principal and counselor candidates were not trained in dyslexia.
Action: Provide the Syllabi for each program identified that identifies where candidates are instructed for the principal, and counselor programs. Be aware that all candidates in all certification classes are required to receive the instruction.
- 19 TAC 228.30(c)(3) Teacher, principal, superintendent, and reading specialist candidates did not receive training in Mental Health, Substance Abuse, and Youth Suicide from an approved provider.
Action: Provide the Syllabi for the teacher EC-6, principal, reading specialist, and superintendent programs identified that identifies where candidates are instructed. Be aware that all candidates in all cert classes are required to receive the instruction.
- 19 TAC 228.30(c)(5) Principal and superintendent candidates are required to receive training in the importance of building strong classroom management skills.
Action: Provide the Syllabi for each program identified that identifies where candidates are instructed as prescribed. Be aware that all candidates in all certificate classes are required to receive the instruction.



- 19 TAC 228.30(c)(6) Teacher, superintendent, educational diagnostician, and reading specialist candidates are required to receive training in the framework for teacher and principal evaluation.
Action: Provide the Syllabi for each program identified that identifies where candidates are instructed in the framework for teacher and principal evaluation. Be aware that all candidates in all certification classes are required to receive the instruction as prescribed.
- 19 TAC 228.30(c)(7) Teacher, principal, and superintendent candidates did not receive instruction in appropriate relationships, boundaries, and communications between educators and students.
Action: Provide the Syllabi for each program identified that identifies where candidates are instructed in appropriate relationships, boundaries, and communications between educators and students.
- 19 TAC 228.30(c)(8)(A-C) Principal, superintendent, educational diagnostician, and school counselor candidates are required to receive instruction in digital literacy that includes a digital literacy evaluation followed by prescribed digital learning curriculum that is aligned with ISTE standards, addresses any deficiencies determined by the evaluation.
Action: Provide the Syllabi for each program identified that identifies where candidates are instructed as prescribed. Be aware that all candidates in all certification classes are required to receive the instruction.

Recommendations

- Ensure that all candidates in all certificate areas receive the instruction in the Code of Ethics and consider using the training provided by the ESCs and retain the dated certificates of attendance in each candidate file.
- Improve the classroom management training provided by providing an emphasis on procedures and positive discipline.
- Place more emphasis on the evaluation tool, such as T-TESS, that will be used when candidates become the classroom teacher of record.
- Ensure that the reading specialist program is instructing candidates in digital literacy in a manner that is aligned to the [ISTE Standards](#) and meets the intent of the requirement.
- Consider having all candidates watch the portion of a State Board for Educator Certification (SBEC) meeting where the educator cases are discussed, either live or taped so that candidates are aware of the ramifications of not having appropriate relationships, boundaries, and communications between educators and students.
- To ensure that the non-teacher programs are meeting the intent of the requirement for instruction in the educator code of ethics, strengthen the instruction/training provided to candidates, and consider having the non-teacher candidates participating in the ethics training provided by the ESC. Retain the dated certificates of attendance in each candidate file.



- It was noted in the last review that structured assessments were limited or missing from the curriculum and the majority of assessments at that time were knowledge-based. While the EPP provided performance-based assessments and rubrics as requested for the STR portion of the curriculum review, it did not do so for all coursework required for the UG EC-6 curriculum with STR as noted in the syllabi provided for review. As a result, it is strongly recommended that UTPB evaluate the types of assessments that are required in the coursework for all certificate classes and determine where performance-based assessments with aligned rubrics that determine mastery levels can be added to ensure that candidates are instructed at higher levels for mastery of the content.

Based on the evidence presented, The University of Texas Permian Basin is not in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- UTPB provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. For all teacher routes and classes, UTPB provided the candidates' testing history, degree plans, and coursework plans as evidence of compliance. For all non-teacher classes, the testing history and degree plans were provided as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(a)(1-2)]
- UTPB was recently approved to offer the EC-3 certificate. For the application, the program submitted the scope and sequence, syllabi, and instructor material as evidence of compliance with requirements for the certificate. It was noted that to date, no candidates have been admitted to the EC-3 certificate field. The EPP was approved for an EC-3 grant. [19 TAC §228.35(i)]
- All coursework and training must be completed prior to EPP completion and standard certification. Two (2) UG, two (2) ACP, and one (1) PB teacher candidates reached the point of standard certification. Degree plans and benchmarks served as evidence of compliance. Two (2) principal, three (3) superintendent, two (2) school counselor, two educational diagnostician, and three (3) reading specialist candidates in the PB non-teacher route reached the point of standard certification. Degree plans and benchmark documents served as evidence of compliance for all. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- UTPB has procedures for allowing prior coursework and relevant military experiences Information was found on the UTPB website. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A)]
- UTPB did not have criteria and procedures for allowing prior experience, education, or training. Information was not found. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(5)(B)]
- UTPB offers coursework online in the UG, ACP, and PB teacher programs. It also offers online coursework in the principal, superintendent, and school counselor programs. The program provided the Southern Association of Colleges and Schools (SACOC)



documentation of accreditation to offer the programs online. The program met the requirement as prescribed. [19 TAC §228.35(a)(6)(C)]

- An EPP shall provide teacher candidates with a minimum of 300 clock-hours of coursework and training. In the UG teacher route, three (3) out of five (5) candidates received at least 300 clock-hours of coursework and the other two were in process of completing requirements. In the ACP teacher program, four (4) out of five (5) candidates received at least 300 clock-hours of coursework and training. The fifth candidate was in process of completing requirements. In the PB teacher route, one (1) out of five (5) candidates received at least 300 clock-hours of coursework and training. Two (2) candidates were in process of completing requirements and one (1) did not complete the required coursework hours. The fifth candidate transferred out of the program. Degree plans and transcripts served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Candidates in the non-teacher class of certification are required to earn 200 clock-hours of coursework and training. Principal candidates are required to complete 36 semester hours. Superintendent candidates are required to complete 16 semester hours. School counselor candidates are required to complete 60 semester hours. Educational diagnostician candidates are required to complete 45 semester hours. Reading specialist candidates are required to complete 36 semester hours. Degree plans, transcripts, and benchmark documents were provided as evidence of compliance for all. The program met the requirement as prescribed. [19 TAC §228.35(c)]
- Teacher candidates must complete 150 clock-hours of coursework prior to clinical teaching or internship unless they qualify as a late-hire. That coursework must allow candidates to demonstrate proficiency in the standards. Three (3) UG candidates completed the required coursework and two (2) were in process. Four (4) ACP candidates completed the required coursework and the fifth was in process. Two (2) PB candidates completed the required coursework and the other three (3) were in process. Transcripts served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)(A-J)]
- All teacher candidates are required to complete 30 clock-hours of field-based experiences (FBEs) prior to clinical teaching or internship unless they qualify as a late-hire. In the UG program, three (3) out of four (4), 75%, met the requirement. The fifth candidate had not yet begun FBEs. In the ACP program, two (2) candidates met the requirement, one (1) candidate completed less than 30 clock-hours, and one (1) candidate file contained no documentation. The fifth candidate had not yet begun FBEs. The ACP was 50% compliant. In the PB program, FBEs were not provided for two (2) candidates, the third was in process and the last two had not yet reached the point of FBEs. The PB program was 100% non-compliant. The teacher program did not meet the requirement as prescribed. [19 TAC §228.35(b)(2)]
- An EPP is required to provide FBEs to teacher candidates in a variety of settings. In the UG program, candidates have completed FBEs. The variety of settings ranged from 2-5 settings. All applicable information was noted on the candidate logs reviewed. The UG program was 80% compliant. In the ACP program, four (4) out of five (5) completed FBEs. Of the four (4), one had no FBE documents provided. The variety of settings ranged from 1-3. The PB program was 80% compliant. In the PB program, two (2) out of



five (5) completed FBEs and no documentation was provided. The PB program was 100% non-compliant. The EPP met the requirement as prescribed for the UG and ACP programs, but not for the PB program. [19 TAC §228.35(e)(1)]

- Fifteen (15) clock-hours of FBEs must be interactive. For the UG program, the EPP provided syllabi for EDUC 4312, 4317, and 4372 as evidence of interactive FBEs required to be completed. For the candidate files reviewed, candidates completed the required coursework and the transcripts served as evidence of compliance. For the ACP program, interactive FBEs were noted for two (2) out of four (4), 50%, candidates. The reflection logs served as evidence. The ACP program did not meet the requirement as prescribed. There were no FBE logs provided for PB candidates. The PB program did not meet the requirement as prescribed. The EPP met the requirement as prescribed for the UG program, but not for the ACP or PB programs. [19 TAC §228.35(e)(1)(A)]
- Teaching candidates are required to complete either clinical teaching or internship. Two (2) out of five (5) UG candidates completed clinical teaching and three (3) were not yet eligible. Three (3) out of five (5) ACP candidates completed an internship, one (1) completed clinical teaching, and one (1) was not yet eligible. Two (2) out of five (5) PB candidates completed an internship, two (2) were not yet eligible, and one (1) candidate was enrolled in another program. Candidate records served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A-B)]
- A candidate must have a clinical teaching assignment for each subject area in which the candidate seeks initial Certification. The two (2) UG and one (1) ACP candidates in clinical teaching had placements that matched the certification they were seeking. Placement information served as evidence of compliance. There were not any PB candidates that completed clinical teaching. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(ii)]
- Clinical teaching must be a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day or a minimum of 28 weeks (no fewer than 140 half days), with a half-day being 50% of the school day. One UG candidate completed the required 14 weeks. The clinical teaching attendance document served as evidence of compliance. Insufficient evidence was provided for the 2nd UG clinical teaching candidate. The UG program was 50% compliant. The ACP candidate completed 14 weeks and the attendance document served as evidence of compliance. The ACP program was 100% compliant. There were no PB candidates that completed clinical teaching. The program did not meet the requirement as prescribed for the UG program but did meet the requirement for the ACP program. [19 §228.35(e)(2)(a)(i)(I)(a)]
- Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment. The two (2) UG candidates and (1) ACP candidate all demonstrated proficiency in the standards required for the certificate. Observation documents served as evidence of compliance. There were no PB candidates that completed clinical teaching. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. The field supervisor and cooperating teacher recommendations were not provided for the two (2) UG or one (1) ACP candidates. No PB candidates completed



clinical teaching. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]

- Candidates completing an internship must do so for a minimum of one full school year. Three (3) ACP candidates and two (2) PB candidates completed an internship. Statements of Eligibility (SOEs) served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- An internship must be for the classroom teacher assignment(s) that match the certification category or categories for which the candidate is prepared by the EPP. Two (2) out of three (3), 67%, ACP candidates were in a placement that matched their certification category. The third candidate placement did not match their certificate category. SOEs served as evidence. Two (2) PB candidates were in assignments that matched their certification category. SOE documents served as evidence of compliance. The ACP program did not meet the requirement as prescribed but the PB program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. Two (2) out of three (3) UG teacher candidate assignments were verified as meeting the requirement. The third candidate placement did not match the certification category and could not be verified. SOEs served as evidence. The ACP program was 67% compliant. The two (2) PB candidate assignments were verified as meeting the requirement. SOE documents served as evidence of compliance. The ACP program did not meet the requirement as prescribed but the PB program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iii)]
- Candidates participating in an internship must hold an intern or probationary certificate. All three (3) ACP and the two (2) PB candidates held the required certificates. The certifications in the Educator Certification Online System (ECOS) served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iv)]
- An internship is successful when a candidate demonstrates proficiency in each of the educator standards required for the assignment. All three (3) ACP and the two (2) PB candidates demonstrated proficiency in the standards. Observation documents served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and campus administrators provided recommendations to the EPP regarding candidate success in the internship. Insufficient evidence was provided that the field supervisor and campus administrator recommended to the EPP that the candidates should be recommended for standard certification. Three (3) ACP and two (2) PB candidate files reviewed did not meet the requirement. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An EPP must provide ongoing support to a candidate during the internship and any additional internships. Two (2) out of three (3), 67%, of the ACP candidates and none of the PB candidates received ongoing support. The ongoing Coaching and Observation Logs served as evidence. The EPP did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)]
- Candidates participating in clinical teaching or an internship need to experience a full range of professional responsibilities that shall include the start of the school year. The



start of the school year is defined as the first 15 days of instruction. If the experiences are not provided through clinical teaching/internship, they must be provided through FBEs. All UG candidates experience the start of the year through FBEs. FBE documents served as evidence of compliance. All ACP and PB candidates experienced the start of the year during their internship year. SOEs served as evidence of compliance. The EPP met the requirement as prescribed. [19 TAC §228.35(4)]

- All clinical teaching and internship assignments were in public schools per observation documentation provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(6)]
- All clinical teaching and internship placements took place in an appropriate setting where the candidate was not in an administrative role nor related to the FS, mentor, or cooperating teacher. Clinical teaching placement and statement of eligibility documents served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(7)]
- For certification in a class other than the classroom teacher, the EPP shall provide a practicum for a minimum of 160 clock-hours.

The principal program practicum occurs in EDLD 6292/6293. Four (4) out of five (5) candidates completed the practicum and 5th candidate had not yet reached the point of practicum. Hours ranged from 125.5-335. One candidate was a candidate that completed the practicum during the pandemic, and it was acceptable that the hours were less than 160. The other that was less than 160 hours was not acceptable. Three (3) out of four (4) principal candidates, 75% met the requirement.

The superintendent program practicum occurs in EDLD 6471. Four (4) out of five (5) candidates have completed the practicum. Documentation was only provided for 2 two (2) out of four (4), 50%, candidates. One completed 40 hrs. per the documentation provided and the other file did contain the total hours completed. The program did not meet the requirement as prescribed.

The school counselor program practicum is completed in COUN 6392. Two (2) out of five (5) candidates have completed practicum. The total hours completed ranged from was 515.75-530.50 hours completed. Practicum logs were not provided as evidence. The program did not meet the requirement as prescribed.

The educational diagnostician program practicum occurs in EDSP 6292. Two (2) out of five (5) candidates have completed practicum. One candidate completed 150 hours and the other file reviewed contained no practicum documentation. Practicum logs were not provided as evidence. The program did not meet the requirement as prescribed.

The reading specialist program practicum occurs in EDRD 6320 Vocabulary & Spelling or Clinical & Remedial. Three (3) out of five (5) candidates have completed the practicum. The program did not provide any documentation as evidence for TEA to tell how many hours were completed. The program did not meet the requirement as prescribed.



Overall, except for the principal practicum, none were standards-based. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]

- A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school. The principal, superintendent, and school practicum assignments were all completed in public schools per the documentation provided. Insufficient evidence was provided for the educational diagnostician or reading specialist programs. The program met the requirement as prescribed for all programs, except for the educational diagnostician and reading specialist program. [19 TAC §228.35(e)(8)(A)]
- A practicum shall not take place in a setting where the candidate has an administrative role over the site supervisor or is related to the field or site supervisor. All candidates in all programs met the requirement per the documentation provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(B)]
- An intern or probationary certificate may be issued to a candidate for certification class other than classroom teacher. The SOE, testing history, degree plan, and benchmark documents were provided for the three (3) school counselor candidates placed on a certificate. [19 TAC §228.35(e)(8)(C)(i)]
- The practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for standard certification. Two principal candidates completed the practicum and only one contained the recommendation from the field and site supervisors. The program was 50% compliant. Three superintendent candidates completed the practicum and they did not contain the recommendations from the field and site supervisors. The program did not meet the requirement. Two school counselor candidates completed the practicum. Both contained a recommendation from the field and site supervisors. The program was 100% compliant. Two educational diagnosticians completed the practicum and they did not contain the recommendations from the field and site supervisors. The program did not meet the requirement. Three reading specialists completed the practicum and they did not contain the recommendations from the field and site supervisors. The program did not meet the requirement. The school counselor program met the requirement as prescribed, but the other programs did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- An EPP shall collaborate with the campus or district administrator to assign a cooperating teacher, mentor, or site supervisor. The two UG teacher candidates that reached clinical teaching were assigned a cooperating teacher. One ACP teacher candidate that reached clinical teaching was assigned a cooperating teacher and the three that reached internship were assigned a mentor. The two PB teacher candidates that reached the internship were assigned a mentor. The four principal candidates that reached the practicum were assigned a site supervisor. Two (2) out of four (4), 50%, superintendent candidates were assigned a site supervisor. The two school counselor candidates that reached the practicum were assigned a site supervisor. The two educational diagnostician candidates that reached the practicum were assigned a site supervisor. The three reading specialist candidates that reached the practicum were not



assigned a site supervisor. All programs, except the superintendent and reading specialist programs, met the requirement as prescribed. [19 TAC §228.35(f)]

- Cooperating teachers, mentors, and site supervisors must be qualified. For all programs, UTPB did not provide evidence that cooperating teachers, mentors, and site supervisors assigned to candidates were qualified. The program did not meet the requirement as assigned. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Cooperating teachers, mentors, and site supervisors must be trained within three weeks of being assigned to a candidate, including how to coach and mentor candidates. The program did not provide any evidence in all programs that cooperating teachers, mentors, and site supervisors assigned to candidates were trained. The principal program did provide T-TESS certificates for site supervisors assigned to candidates but did not provide evidence of EPP training as required. The program did not meet the requirement as prescribed. [19 TAC §228.35(f); 19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Field supervisors assigned to candidates are required to be trained. All field supervisors assigned to the UG, ACP, and PB teacher candidates were trained. All principal field supervisors were trained. Three (3) out of four (4), 75%, of field supervisors assigned to superintendent candidates were trained. All field supervisors assigned to the school counselor candidates were trained. One out of two, 50%, of field supervisors assigned to educational diagnostician candidates, were trained. Two (2) out of three (3), 67%, of field supervisors assigned to reading specialist candidates, were trained. All programs, except the superintendent and reading specialist programs, met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors are required to be qualified and trained. Field supervisors assigned on or after September 1, 2017, must complete TEA-approved observation training. In all teacher candidate programs, seven (7) out of eight (8) FS assigned to candidates, 88%, held the required qualifications. All teacher FS, 100%, received the required TEA and EPP training. In the principal program, four candidates were assigned FS. Two FS assigned held a valid principal or superintendent certificate. Two received local training in 2017. There was no evidence of statewide FS training. The program was 50% compliant. In the superintendent program, the FS assigned to two candidates did not have a superintendent certificate. They did receive statewide FS training at the ESC but did not receive local training. The program did not meet the requirement as prescribed. In the school counselor program, the FS assigned to the two candidates were licensed LPCs, but not certified school counselors and they were not trained locally and did not receive statewide FS training. One candidate in the educational diagnostician program had a FS. Evidence of qualifications or training was not provided. Three candidates in the reading specialist program were assigned a FS. They were all certified, but the program did not provide their qualifications, and they were not trained. The teacher program met the requirement as prescribed. The non-teacher programs did not meet the requirement as prescribed. [19 TAC §228.2(16)]
- All teacher candidates must receive initial contact by the field supervisor within the first three weeks of the assignment and all non-teacher candidates must receive initial contact by the field supervisor within the first quarter of the assignment. In all of the teacher programs, UG, ACP, and PB, none of the candidates received an initial contact



within the first three weeks. In all of the non-teacher programs, none of the candidates received an initial contact within the first quarter of the assignment. The program did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- For each formal observation, the field supervisor must participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation conference. Neither need to be onsite. In the UG teacher program, none of the candidates had a pre-and post-observation conference. One out of four, 25%, of ACP teacher candidates had a pre-and post-observation conference. In the PB teacher program, none of the candidates had a pre-and post-observation conference. In the principal program, none of the candidates had a pre-and post-observation conference. In the superintendent program, none of the candidates had a pre-and post-observation conference. In the school counselor program, none of the candidates had a pre-and post-observation conference. In the educational diagnostician, none of the four candidates received a pre-and post-observation conference, except one candidate that only received a post-observation conference. In the reading specialist program, none of the candidates received a pre-and post-observation conference. The program did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- For each formal observation, the field supervisor shall document the educational practices observed. In all teacher programs, UG, ACP, and PB, educational practices observed were noted on the observation documents in eight files reviewed (100%). The teacher program met the requirement. In the principal (4 files), superintendent (3 files), school counselor (2 files), educational diagnostician (2 files), and reading specialist (3 files and the 4th was not provided) programs, none of the files reviewed contained evidence of documented educational practices observed. The teacher programs met the requirement as prescribed. The non-teacher programs did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- For each formal observation of teacher candidates, the field supervisor shall provide a copy of the written feedback to the candidate's cooperating teacher or mentor. For each formal observation of non-teacher candidates, the field supervisor shall provide a copy of the written feedback to the candidate's site supervisor. In the UG teacher and PB programs, there was no evidence that copies were distributed. In the ACP teacher program, one out of four, 25%, contained evidence that copies were distributed. In the principal, superintendent, educational diagnostician, and reading specialist programs, there was no evidence that copies were distributed. In the school counselor program, both candidate files, 100%, reviewed contained evidence that copies were distributed. The teacher, principal, superintendent, educational diagnostician, and reading specialist programs did not meet the requirement as prescribed. The school counselor program met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Informal observations and coaching shall be provided by the field supervisor as appropriate. In the UG and PB teacher programs, there was no evidence of informal observations and coaching. In the ACP teacher program, two out of four, 50%, files reviewed contained evidence of informal observations and coaching. None of the non-teacher files reviewed contained evidence of informal observations and coaching. The



program did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- In clinical teaching, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship. For a non-teacher practicum, the field supervisor shall collaborate with the candidate and the site supervisor throughout the practicum experience. In all of the teacher programs, UG, ACP, and PB, evidence was not found. In the principal, superintendent, and the educational diagnostician programs, evidence was not found. In the reading specialist program, two out of three files reviewed, 67%, contained evidence of group meetings signed by all. In the school counselor program, both files reviewed, 100%, contained evidence that documents were signed by all. The school counselor program met the requirement as prescribed. The teacher, principal, superintendent, educational diagnostician, and reading specialist programs did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Each formal observation of teacher candidates must be at least 45 minutes in duration, conducted by the field supervisor, and be on the candidate's site in a face-to-face setting. The two UG teacher candidates and the four ACP candidates had observations that met requirements. Observation documents served as evidence of compliance. One out of two, 50% of PB teacher candidates contained observations that met requirements. [19 TAC §228.35(g)(1)]
- An EPP must provide the first observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments. The UG teacher candidates did not receive their first observation within the first third of the assignment and did not meet the requirement. Two of the ACP candidates were in an internship and one was in clinical teaching. All three ACP teacher candidates, 100%, met the requirement. One out of two, 50%, of PB teacher candidates received their first observation within the first six weeks and the program did not meet the requirement. Observation documents for all served as evidence. The ACP teacher program met the requirement as prescribed. The UG and PB teacher programs did not meet the requirement as prescribed. [19 TAC §228.35(g)(2)]
- Teacher candidates on an intern certificate must receive three formal observations during the first half of the internship and two during the last half of the internship. Candidates on a probationary certificate must receive one formal observation each during the first, second, and last third of the internship assignment. In the ACP program, all three candidates received observations as required. It was noted that two of those candidates completed their internship during the pandemic. In the PB program, two candidate observations were completed as required. It was noted that one of the candidates completed their internship during the pandemic. Observation documents served as evidence for all candidates. The program met the requirement as prescribed. [19 TAC §228.35(g)(3-4)]
- One teacher candidate completed an internship in two subject areas. The candidate did not complete the observations in two subject areas but did complete the required observations per COVID-19 exceptions. The program met the requirement as prescribed. [19 TAC §228.35(g)(5-6)]



- For a 14-week, full-day clinical teaching assignment, the EPP must provide one observation each during the first, second, and last third of the assignment. Two UG and one ACP teacher candidates completed clinical teaching. All completed the observations as required. Observation documentation served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g)(7-8)]
- For the non-teacher practicum, formal observations must be at least 135 minutes in duration throughout the practicum and must be conducted by the field supervisor. Observation documents were not provided for the principal, superintendent, or school counselor candidates. The educational diagnostician candidate file contained 80 minutes over two observations and the remaining observation was not provided. The educational diagnostician observations were conducted in a face-to-face format. The two reading specialist files reviewed each contained three observations totaling 180 minutes and the third file was not provided. It was noted that the observations that were provided were not conducted during the first, second, and final third of the practicum. The reading specialist observations were conducted in a face-to-face format, but they were group meetings and not formal observations. The program did not meet the requirement as prescribed. [19 TAC §228.35(h)(1-3)]
- UTPB was recently approved to offer the EC-3 certificate, but to date, no candidates have been admitted to the program. UTPB has received the EC-3 grant from TEA. [19 TAC §228.35(i)]
- It was noted in the last EPP Review of UTPB conducted by TEA, that the program had compliance items similar to the ones found in the 20-21 EPP Review related to completing the required field-based experiences, requiring an initial contact between the candidate & field supervisor, requiring mentor/cooperating teacher training, requiring field supervisor training, providing a copy of each formal observation conducted by the field supervisor to the campus administrator, utilizing an observation instrument that included instructional practices observed by the field supervisor, and retaining all applicable records for audit purposes.

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.35(B) Develop and implement specific criteria and procedures for candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought. **Action:** Provide the link to where the information is posted on the website.
- 19 TAC 228.35(e)(1)(A) Provide evidence of ongoing and relevant field-based experiences for ACP candidates throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. The ACP and post-bac Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include:(i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii)



actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation.

Action: Provide one teacher file for an undergraduate, ACP, and PB candidate that shows that each has completed the required FBEs.

- 19 TAC §228.35(b)(1) Require candidates to complete Pre-Service Requirements: Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: (1) a minimum of 30 clock-hours of field-based experiences.
Action: Provide one file for a UG, ACP, and PB candidate, that shows that each has completed a minimum of 30 clock-hrs. of FBEs.
- 19 TAC §228.35(e)(2)(A)(i) Clinical teaching must meet one of the following requirements: (a) a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day; or (b) a minimum of 28 weeks (no fewer than 140 half days), with a half-day being 50% of the school day.
Action: Provide one candidate file with documentation that shows that the candidate completed clinical teaching as required.
- 19 TAC §228.35(e)(2)(A)(iii) Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher does not recommend the candidate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.
Action: Provide one candidate file for a UG and ACP candidate that shows that the field supervisor and cooperating teacher recommend that the candidate was successful in clinical teaching and should be recommended for standard certification.
- 19 TAC §228.35(e)(2)(B) Internship. An internship must be for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.
Action: Provide one candidate file for an ACP candidate that shows the candidate internship assignment(s) match the certification category for which the candidate was prepared.
- 19 TAC §228.35(e)(2)(B)(iii) An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods.
Action: Provide one candidate file for an ACP candidate that shows the candidate's internship assignment is not less than an average of four hours each day in the subject area and grade level of certification sought.



- 19 TAC §228.35(e)(2)(B)(vii) An internship is successful when the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor does not recommend the candidate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.
Action: Provide one file each for an ACP and PB candidate that shows that the FS and campus supervisor recommends to the EPP that the candidate should be recommended for standard certification.
- 19 TAC §228.35(e)(2)(B)(vi) Provide ongoing support to a candidate as described in 19 TAC §228.35(g) for the full term of the initial and any additional internship, unless, prior to the expiration of that term: (I) a standard certificate is issued to the candidate during any additional internship under a probationary certificate; (II) the candidate resigns, is non-renewed, or is terminated by the school or district; (III) the candidate is discharged or is released from the EPP; (IV) the candidate withdraws from the EPP; (V) the internship assignment does not meet the requirements.
Action: Provide one candidate file for an ACP and PB candidate that shows that the FS provided ongoing support to the candidate during the full term of the internship.
- 19 TAC §228.2(12); §228.2 (24); and §228.2(31) Require cooperating teachers, mentors, and site supervisors to be qualified. Qualifications of Cooperating Teachers, Mentors, Site Supervisors (12) Cooperating teacher-For a clinical teacher candidate, an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; (24) Mentor-For an internship candidate, an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who is currently certified in the certification category in which the internship candidate is seeking certification; 31) Site supervisor-For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is currently certified in the certification class in which the practicum candidate is seeking certification.
Action: For all classes, provide one candidate file each and include the cooperating teacher, mentor, or site supervisor qualifications for each from each certificate area: teacher, principal, superintendent, school counselor, educational diagnostician, and reading specialist that shows that the cooperating teacher, mentor, or site supervisor is qualified.
- 19 TAC §228.35(f) Provide mentor, cooperating teacher, and/or site supervisor training that relies on scientifically based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.
Action: For all classes, provide the training that is provided to mentors, cooperating teachers, and site supervisors that meets requirements as prescribed for each certificate



area: teacher, principal, superintendent, school counselor, educational diagnostician, and reading specialist.

- 19 TAC §228.2(12), §228.2(24), §228.2(31) Require mentors, cooperating teachers, and site supervisors to be trained. Training for each must occur within three weeks of assignment to the candidate.
Action: Provide evidence for one candidate file each that the mentor, cooperating teacher, or site supervisor has been trained as prescribed for each certificate area: teacher, principal, superintendent, school counselor, educational diagnostician, and reading specialist.
- 19 TAC 228.35(e)(8) For certification in a class other than the classroom teacher, provide a practicum for a minimum of 160 clock-hours and require that the candidate has demonstrated proficiency in each of the educator standards during the practicum for the certificate class being sought.
Action: Provide one file for a candidate in each certification class: superintendent, school counselor, educational diagnostician, and reading specialist that shows that the candidate has completed and documented a minimum of a 160 clock-hour standards-based practicum.
- 19 TAC §228.35(e)(8)(A) Require that the practicum experience takes place in an actual school setting rather than a distance learning lab or virtual school setting.
Action: Provide one candidate file for an educational diagnostician and reading specialist that shows that the practicum placement was in an actual school setting.
- 19 TAC §228.35(f) Collaborate with the campus or district administrator to assign each candidate a site supervisor during each candidate's practicum.
Action: Provide one file each for a superintendent candidate and a reading specialist candidate that identifies the site supervisor assigned.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Require that field supervisors receive training. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor.
Action: Provide one file each for a candidate and the associated FS for a superintendent, educational diagnostician, and reading specialist classes that shows that the FS has been assigned and was trained.
- 19 TAC §228.35(g); §228.35(h) Require the field supervisor to conduct pre- and post-observation conferences for each formal observation. The field supervisor shall participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference needs to be onsite.



Action: Provide one candidate file in each cert category: teacher UG/ACP/PB, superintendent, school counselor, reading specialist, educational diagnostician to show that the candidate has had a pre- and post-observation conference as required for each formal observation.

- 19 TAC §228.35(h), & §228.35(j)(2)(C) Require field supervisors to document educational practices observed for each formal observation of the candidate.
Action: Provide a complete set of observations for one candidate each in the principal, superintendent, school counselor, reading specialist, and educational diagnostician classes that shows that educational practices were observed and documented.
- 19 TAC §228.35(g) & §228.35(h) Require cooperating teachers and mentors to receive written feedback for each formal observation conducted by the field supervisor and require site supervisors for non-teacher candidates to receive written feedback for each formal observation conducted by the field supervisor. For the initial certification of teachers, for each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's cooperating teacher or mentor. For certification in a certification class other than the classroom teacher, for each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's site supervisor.
Action: Provide the observation instruments with cooperating teacher, mentor, and/or campus supervisor signature for one candidate in each cert. category: teacher, principal, superintendent, school counselor, reading specialist, and educational diagnostician.
- 19 TAC §228.35(g); 19 TAC §228.35(h); & 19 TAC §228.35(j)(2)(C) Require the field supervisor to provide each candidate with informal observations & ongoing coaching as appropriate.
Action: Submit documentation for one candidate each in each certification category: teacher, principal, superintendent, school counselor, reading specialist, and educational diagnostician that shows that the candidate received informal observations and coaching by the FS.
- 19 TAC §228.35(g); 19 TAC §228.35(h) Require the field supervisor to collaborate with the candidate and cooperating teacher during the clinical teaching experience. Require the field supervisor to collaborate with the candidate, mentor, and supervising campus administrator throughout the internship year. Require the field supervisor to collaborate with the candidate and site supervisor throughout the practicum experience.
Action: Submit documentation for one candidate each in each certificate category: teacher, principal, superintendent, reading specialist, and educational diagnostician that shows that the FS has collaborated with the candidate and cooperating teacher, mentor, or site supervisor as applicable.
- 19 TAC §228.35(g)(2) Require the field supervisor to provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.



Action: Provide 1 UG candidate formal observation file that shows that the first formal observation occurred within the first third of clinical teaching.

- 19 TAC §228.35(h) For the practicum, require formal observations to be at least 135 minutes in duration in total throughout the practicum and require that they are conducted by the field supervisor.

Action: Provide one candidate file that contains all formal observation forms signed by candidate and field supervisor with the date, start and stop time, subject, and grade level with a record of instructional strategies observed for all certification classes: principal, superintendent, school counselor, educational diagnostician, and reading specialist. Please also note the requirement for observations not conducted in a face-to-face setting.

- 19 TAC §228.35(h)(3) Require formal observations during the practicum to meet the following schedule regardless of the type of certificate held by a candidate during a practicum: A minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Action: For all non-teacher candidate certification classes, provide the observation forms signed by the candidate and field supervisor with the date, start and stop time, subject, and grade level noted with documentation of instructional strategies observed. Provide this information for a principal, superintendent, educational diagnostician, school counselor, and reading specialist candidate.

- 19 TAC §228.2(16) Require each field supervisor to hold credentials appropriate for the candidate(s) supervised. The field supervisor must be a currently certified educator, who preferably has advanced credentials, shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning.

Action: Provide the required qualification documents for one field supervisor in each of the following non-teacher certification classes: superintendent, school counselor, educational diagnostician, and reading specialist candidate.

- 19 TAC §228.35(g),(h) Require field supervisors to be trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.

Action: Provide the required TEA approved training and local training documents for one field supervisor in each of the following non-teacher certification classes: principal, superintendent, school counselor, educational diagnostician, and reading specialist candidate.

Recommendations

- It is recommended that UTPB place all required information for applicants and candidates on the main landing page of the UTPB College of Education to ensure that everyone has access to the information and has been informed of all requirements.



- Develop a process that allows all FBE documentation, including reflections, to be retained in one location for each candidate.
- Continue to use the Clinical Teaching Attendance document and create a process that requires the document is utilized by all clinical teachers moving forward.
- Implement and retain recommendation records for all clinical teachers through an online format. Ensure documents remain in candidate records.
- Have field supervisors verify candidate placement during their initial contact and first observation.
- Retain each candidate's course schedule in their candidate records. For example, an email sent from candidate to field supervisor informing them of their schedule.
- Implement a process for and retain recommendation records for all intern teachers through the online format. Ensure documents are retained in candidate records.
- Consider a FS log with dates that the FS provided on-going support, the type of on-going support, and the outcome of that support. This document is valuable evidence for if a candidate is not successful and needs another internship year or needs to be dismissed from the EPP.
- For mentor, cooperating teacher, and field supervisor training that takes place virtually, consider retaining email verification that includes the training being sent, a read receipt, and a response that the mentor/cooperating teacher/site supervisor received the training materials and completed the training.
- Utilize an SOE similar to that used by teacher candidates, for non-teacher candidates in an internship placement, with a start date that shows the practicum placement, site supervisor, and FS assigned.
- Consider including the pre- and post-observation meeting dates and times on each formal observation document as a reminder that it must be done.
- Create a process that collects signatures or digital signatures from each required stakeholder for each formal observation.
- Consider using a log for informal observations and coaching that includes the candidate name/date of occurrence and the outcome of informal observations/coaching. This is a useful tool for when the EPP has to decide whether a candidate would benefit from an additional internship or should be released from the EPP.
- Consider using a log with dates for each candidate that identifies that collaboration among all stakeholders has occurred.
- Retain corresponding field supervisor documents with candidate records. Documentation for candidates appears to be in multiple locations. TEA recommends creating and implementing procedures that allow documentation to be retained in one location.

Based on the evidence presented, The University of Texas Permian Basin 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

- UTPB has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed and for each Component from admission to standard certification, the benchmark document, and degree progress were provided as evidence of compliance for 15 teacher files and 25 non-teacher files for a total of 40 files reviewed. [19 TAC §228.40(a)]
- UTPB has structured assessments to measure candidate progress. The EPP provided performance assessments and the associated actual rubrics evidence of performance assessments for the Science of Teaching Reading (STR) in the Core Subjects EC-6 undergrad program. [19 TAC §228.40(a)]
- An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification, unless that content pedagogy test is used for admission purposes and shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. UTPB was only able to provide evidence that one (1) out of 15 teacher candidates was adequately prepared and has processes in place to ensure that candidates are prepared to be successful in their certification exams. The test preparation analysis document was provided for the one teacher candidate as evidence. A benchmark document was provided for all files non-teacher files reviewed showing where the candidate was in the process of testing. The program did not meet the requirement for teacher candidates but met the requirement for non-teacher candidates. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- An EPP shall not grant test approval for a certification exam until a candidate has met all of the requirements for admission and has been contingently or formally admitted. All UG, ACP, and PB teacher candidates (100%) were formally admitted prior to giving test approval. All PB principal, superintendent, school counselor, educational diagnostician, and reading specialist candidates (100%) were not given test approval until formally admitted. The criteria for testing in each program were also posted on each program's web page. The program met the requirement as prescribed. [19 TAC §228.40(d)]
- For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments. The UTPB teacher program uses information from a variety of sources to evaluate program design and delivery. The EPP submitted documentation showing the design and delivery improvements for each teacher route through semester course evaluation. For the principal program, UTPB provided PowerPoint presentations from 2020 reviewing the transition from the 068 to 268 principal certificate, as well as observation data from candidates that were reviewed. UTPB did not provide any evidence from the other non-teacher classes. It was noted in the last review that the EPP was advised to collect more external data to use in the overall program evaluation such as surveys from



principals, mentors, cooperating teachers, former candidates, etc. The program did not meet the requirement as prescribed. [19 TAC §228.40(e)]

- UTPB did not have all the required documents for teacher candidates in the undergrad, ACP, and PB routes. The program also did not retain all records for the candidate files reviewed in the PB principal, superintendent, school counselor, educational diagnostician, and reading specialist files reviewed. All candidate records for the review were not retained as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. This was also noted as a compliance issue in the previous EPP Review. The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.40(b) and (d) UTPB did not retain test preparation documentation or evidence to determine that teacher candidates were ready to test.
Action: Submit one teacher candidate file that contains the document(s) reflecting meeting criteria for testing with the date as evidence of compliance. Begin retaining evidence of compliance for all teacher candidates.
- 19 TAC §228.40(e) UTPB did not continuously evaluate the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments.
Action: Provide the evaluation plan detailing the activity, timeline, person responsible, data results from internal and external sources, dated evaluation reports, and advisory committee minutes as evidence of compliance.
- 19 TAC 228.40(f) UTPB did not retain all documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is released from the program.
Action: Provide one file each for a teacher, principal, superintendent, school counselor, educational diagnostician, and reading specialist candidate for each that includes candidate records including admission documents, field-based experience or practicum documents as applicable, observation & other field supervision documents, and all benchmark documents.

Recommendations

- Retain test preparation documentation in candidate records.
- Continue to retain evidence that the EPP continuously evaluates the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments. Share that data with the advisory committee (AC), seek their advice, and retain the evidence and recommendations from members in the AC minutes.

Based on the evidence presented, The University of Texas Permian Basin 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).

- The Status Report states that teacher candidates sign the Code of Ethics, but the non-teacher candidates do not. Information regarding the Educator Code of Ethics was found in both the Student Teacher and Teacher Resident Handbooks. Additionally, a Code of Ethics verification was found in the reading specialist handbook. No evidence was found that teacher candidates or non-teacher candidates understand and adhere to the Educator Code of Ethics in a total of 40 files reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. UTPB provided 51 signed statements of reading, understanding, and abiding by the Educator Code of Ethics for faculty, staff, and field supervisors as evidence of compliance. The Status Report provided by the EPP stated that faculty/staff sign for the Code of Ethics.

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.50 & 19 TAC §247.2 UTPB did not retain evidence that candidates understand and adhere to the Educator Code of Ethics (ECOE).
Action: Provide 1 Educator Code of Ethics signed statement of reading, understanding, and abiding by the code of ethics for 1 each: a teacher candidate (UG/ACP/PB), principal, superintendent, school counselor, educational diagnostician, and reading specialist.

Recommendations

- None.

Based on the evidence presented, The University of Texas Permian Basin 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 UTPB complaints process is on file at TEA. The complaint policy addresses the timeliness of filing complaints. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site per information provided within the Status Report on pg. 23. The program provides the complaint policy in writing upon request. UTPB meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]



Compliance Issues to be Addressed (see Compliance Plan)

- None.

Recommendations

- None.

Based on the evidence presented, The University of Texas Permian Basin is in compliance with 19 TAC §228.70 – Complaints Process.

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

Findings

- Teacher candidates have met degree requirements for certification. In the undergrad teacher program, both candidates eligible for standard certification held a bachelor's degree. Transcripts served as evidence of compliance. In the teacher ACP program, both candidates eligible for standard certification held a bachelor's degree. Transcripts served as evidence of compliance. In the PB teacher program, one candidate eligible for standard certification held a bachelor's degree. Transcripts served as evidence of compliance. Another candidate received a standard certificate from another program. All teacher candidates who reached certification held a degree at the time of standard certification. The program met the requirement as prescribed. [19 TAC §230.13(a)(1) & (b)(1)]
- In the undergrad program, both candidates eligible for standard certification completed the EPP. Transcripts and the certification plan served as evidence of compliance. In the ACP program, both candidates eligible for standard certification completed the EPP. Transcripts and the certification plan served as evidence of compliance. In the PB program, the one candidate eligible for standard certification completed the EPP. The transcript and the certification plan served as evidence of compliance. All teacher candidates met the deadlines for the certificate issuance. The record of EPP completion and the recommendation date in ECOS served as evidence of compliance. The program met the requirements as prescribed. [19 TAC §230.13(a)(2) & (b)(3)]
- All principal (2), superintendent, educational diagnostician (2), and reading specialist (3) candidates that reached the point of standard certification all held a master's degree. The program met the requirement as prescribed. [19 TAC §241.60(2); 19 TAC §241.20(2); 19 TAC §242.20(3); 19 TAC §239.84(3); 19 TAC §239.93(3)]
- Two (2) school counselor candidates reached the point of standard certification. Both were admitted prior to the effective date of September 1, 2019, for the requirement of the 48-hour master's degree in counseling. Both held a master's degree prior to standard certification. The program met the requirement as prescribed. [19 TAC §239.20(3)]
- Principal and educational diagnostician candidates must hold a valid classroom teacher certificate. All principal and educational diagnostician candidates held a valid teacher certificate. The program met the requirement as prescribed. [19 TAC §241.20; 19 TAC §241.60(3); 19 TAC §239.84(4)]



- All superintendent candidates must have a valid principal certificate or written approval of managerial experience from TEA to be eligible to receive the standard certificate. The candidates that reached superintendent standard certification all had a valid principal certificate. The program met the requirement as prescribed. [19 TAC §242.20]
- All principal, school counselor, and reading specialist candidates must have two years of creditable teaching experience as a classroom teacher to be eligible for the standard certificate. The two principal candidates had more than two years of teaching experience. Service records served as evidence of compliance. Two (2) school counselor candidates had more than two years of classroom teaching experience. Service records served as evidence of compliance. Three (3) reading specialist candidates all had more than two (2) years of teaching experience. Service records served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §241.20(4); 19 TAC §241.60(4); 19 TAC §239.60(4); 19 TAC §239.93(4)]
- Educational diagnostician candidates must have three (3) years of creditable experience as a classroom teacher. Both candidates had three (3) or more years of experience as a classroom teacher prior to standard certification. It was noted that one of the candidates that had reached standard certification had one of the three years of experience required as a classroom teacher while serving on a probationary certificate. Service records served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §239.84(5)]
- All non-teacher candidate (principal, superintendent, school counselor, educational diagnostician, and reading specialist) files reviewed for those reaching standard certification contained a degree plan, transcript, and a benchmark record noting all requirements met prior to standard certification. The program met the requirement as prescribed. [19 TAC §241.20(5); 19 TAC §241.60(5); 19 TAC §242.20(2); 19 TAC §239.20(1); 19 TAC §239.60(1); 19 TAC §239.80(1); 19 TAC §239.93(1)]

Compliance Issues to be Addressed (see Compliance Plan)

- None.

Recommendations

- Continue to ensure that educational diagnostician candidates have three (3) years of experience as a classroom teacher prior to recommending the standard certificate.

Based on the evidence presented, The University of Texas Permian Basin is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- UTPB has submitted ASEP reports within the timeline required by TEA. Corrections had to be made by the program and they were done within the timeline required by TEA for the 18-19 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- Three (3) out of fifteen (15), 20%, of teacher candidate files reviewed contained observation durations in candidate files that did not correspond to the observation



durations in the Accountability System for Educator Preparation (ASEP). One (1) out of fifteen (1), 7%, of teacher candidate files reviewed contained an observation date for one observation in candidate records that did not correspond to the observation date reported in ASEP. [19 TAC §229.3(f)(1)]

- Two (2) out of five (5), 40%, of principal candidates had an admission GPA in candidate records that did not correspond to what was reported. [19 TAC §229.3(f)(1)]
- One (1) out of five (5), 20%, of superintendent admission dates in candidate records did not correspond to what was reported. [19 TAC §229.3(f)(1)]
- One (1) out of five (5), 20%, of school counselor candidates had an admit date in candidate records that did not correspond to what was reported and for another file the admit date was not reported at all. Three (3) out of five (5), 60%, of school counselor candidates met the requirements. [19 TAC §229.3(f)(1)]
- One (1) out of five (5), 20%, of educational diagnostician files had a GPA in candidate records that was not reported. [19 TAC §229.3(f)(1)]
- Three (3) out of five (5), 60%, of reading specialist candidates, had no admission dates in records, and two (2) out of five (5), 40%, had an admission date in the records that did not correspond to the admission date reported. Three (3) out of five (5), 60%, of reading specialist candidates had a GPA in candidate records that did not correspond to the GPA reported or it was not reported at all. [19 TAC §229.3(f)(1)]
- Beginning with the 19-20 academic year, all non-teacher observation duration and frequency are required to be uploaded into ASEP. For all non-teacher classes, none of the observations were uploaded as required. [19 TAC §229.3(f)(1)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation.
- Require that observation frequency and duration reported in the candidate files corresponds to the observation duration and frequency reported in ASEP.
- Begin entering non-teacher observation data into ASEP beginning with the 19-20 academic year.

Recommendations

- As a part of field supervisor local training, stress the importance of accurately recording observation frequency and duration so that when it is time to report the data it can be easily transferred to ASEP.

Based on the evidence presented, The University of Texas Permian Basin 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 transition from 291 Core EC-6 with STR to 391 Core EC-6 is beginning. December 2021 is the last date a candidate can test under the 291 certificate and the last date to standard certify those candidates will be December 2022. You will want to begin reminding candidates just as you were doing for the 291 without STR to ensure that they meet all requirements and can be standard certified under that certificate. As you formally admit new EC-6 candidates, you will want to begin admitting as 391 candidates.
- 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 for all programs at UTPB.
- Align the verbiage of the program to the verbiage of the Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, site supervisor, 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 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 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

The Compliance Plan was created collaboratively with The University of Texas Permian Basin staff on January 14, 2021.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before May 28, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date