



2019 – 2020 Continuing Approval Review Report University of Texas Arlington

PURPOSE

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Desk Review of the educator preparation program (EPP) for the University of Texas Arlington on March 11, 2020. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Teresa Taber Doughty, the Dean, was identified as the program Legal Authority and Dr. Casey Brown, Associate Dean and Backup Legal Authority were identified as the primary EPP contact for the review process. The University of Texas Arlington (UTA) was approved as an EPP on February 10, 1973. At the time of the review, the EPP was rated Accredited. At the time of the review, the University of Texas Arlington was approved to certify candidates in the following classes: Teacher, Principal/Principal as Instructional Leader (PIL), Reading Specialist, School Counselor, and Superintendent. The EPP is approved to offer the undergraduate (U), alternative certification program (ACP), and post-baccalaureate (PB) routes to certification.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. Next Steps were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Dr. Teresa Taber Doughty, Dr. Casey Brown, Dr. Denise Collins, Assistant Dean, Brian Brown, Education Information Officer, and Christine Pruitt, Certification Officer.

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 February 11, 2020. Additional EPP documents, including records for 37 candidates, were submitted on February 27, 2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



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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 §228

Findings

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report 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 met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to the University of Texas Arlington (UTA) programs. The legal authority participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- UTA has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- UTA submitted the Status Report for the EPP Review on February 11, 2020, as required. [19 TAC §228.10(b)(1)]
- UTA has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 11, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the University of Texas Arlington was in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.



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COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

- UTA has informed applicants of the required information about the EPP. Admission requirements were found on the website for each program. EPP completion requirements were found in candidate handbooks. The effects of supply and demand were found on the website. The performance of the EPP over time for the past five years was found on the website. [19 TAC §227.1(c)(1-3)]
- UTA has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. [19 TAC §227.1(d)]
- A total of 37 files were reviewed for admission requirements. They included five undergraduate teacher files, five post-baccalaureate (PB) teacher files, three alternative certification program (ACP) teacher files, and 24 non-teacher files. All files met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled at the time of admission. All five PB and all three ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. All 24 non-teacher candidates held the required degree at the time of admission. The 14 principal/PIL and reading specialist candidates held the minimum of a bachelor's degree at the time of admission and the ten 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]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.6-3.77. The program requirement for teacher admission is 2.75. The EPP has sometimes admitted candidates with less than a 2.75 and the last 60 hours or the graduate GPA was used for admission consideration as allowed. The non-teacher GPA range was 2.85-3.91. The program requirement for non-teacher admission is 3.0. The last 60 hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (PACT) prior to admission. Eleven out of 13 files (85%) met the requirement. Two files did not. The two files only had six hours in the content area, and they were not admitted via the PACT route. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher files reviewed met the minimum certification and degree requirements prior to admission. Service records, transcripts, and teaching certificates served as evidence



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of compliance Twenty-three out of 27 files (85%) contained a service record, all files contained the appropriate bachelor's or master's degree as required, and 26 out of 27 files reviewed (96%) had a valid teaching certificate. One had an inactive certificate. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]

- Applicants must demonstrate basic skills prior to admission. The five undergraduate teacher applicants met the requirement with the THEA, TSI, or Accuplacer. The nine 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 applicants had official transcripts or degrees from US schools. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Principal and superintendent applicants must have more than one screen. All, but one teacher file reviewed, was screened with an essay scored on a rubric with a cut score. Five out of six reading specialist files (83%) contained an essay scored on a rubric with a cut score. All ten superintendent files reviewed (100%), five PB and five ACP, contained a screening questionnaire and video introduction scored on a rubric. Ten principal/PIL files were reviewed, five PB and five ACP. Three out of ten files reviewed, 30%, contained an essay scored on a rubric and a decision-making screen or video screen scored on a rubric. The EPP met the requirement for all programs, except the principal/PIL program. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 37 files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- It was noted that some files contained letters of recommendation. The EPP clarified that recommendation letters are not required for undergraduate initial teacher certification. Two letters of recommendation recently became an admission requirement for graduate routes beginning in the Fall of 2019. While it was noted that three files were required to have two letters of recommendation, the EPP was not able to provide that evidence. The program did not meet the additional requirement for admission. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. All 13 teacher files were formally admitted, but one of those files was granted "probationary admission". The evidence was found in the formal offer of admission letters submitted for review. There is only formal admission or contingency admission in the final semester prior to graduation, pending degree conferred. All 24 non-teacher files were formally admitted per the formal offer of admission letters submitted for review. The effective date of formal admission was found in the letters for all files reviewed. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each



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file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §241.5(c); 19 TAC §227.10(a)(8) UTA shall implement procedures that include screening activities to determine the appropriateness for the Principal as Instructional Leader (PIL) certificate.
Action: Require at least two screens of each PIL applicant prior to admission. Use a rubric with a cut score for each screen with levels of proficiency noted. Ensure that all principal applicants know the expectations of the requirement. Maintain evidence of compliance in each applicant file.
- 19 TAC §227.10(b) An EPP may adopt additional requirements – UTA adopted two letters of recommendation required of applicants in graduate routes to certification.
Action: Require that all applicants in graduate routes submit two letters of recommendation. Retain that evidence in each applicant's file.

Recommendations

- It is recommended that more than two PIL program staff screen applicants in the event that the screeners do not agree on the rating.

Based on the evidence presented, the University of Texas Arlington is not in compliance with 19 TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance.
- UTA 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. [19 TAC §228.30(a)]
- UTA uses assessments to measure candidate progress. The program provided a sample performance-based assessment for the PIL certificate as evidence of compliance. The program also provided an Ethics test scored for a candidate that was selected for review as evidence of compliance that the EPP uses assessments to measure candidate progress. [19 TAC §228.40(a)]
- The UTA curriculum is research-based. The EPP self-reported EC-6 ESL research-based evidence that led to course revisions for History course to include more Texas History. The Reading Specialist program is restructuring the curriculum to meet the requirements of Quality Matters (QM) for online coursework. The PIL certificate is



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undergoing a standards-based curriculum revision driven by qualitative and quantitative student course evaluations, faculty evaluations, and feedback from academic coaches/faculty. The program meets the requirement as prescribed. [19 TAC §228.30(b)]

- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes. The Educators' Code of Ethics is taught using TEA material by faculty in identified coursework. Reading instruction is taught in identified coursework by EPP faculty. The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in required identified coursework by EPP faculty. The EPP uses Region 10, EPP faculty members, and TEA resources to teach dyslexia. Mental health, substance abuse, and youth suicide are taught in identified courses by the National Health Institute of Mental Health, the Society for the Prevention of Teen Suicide (SPTS), and EPP faculty using TEA resources. The skills educators are required to possess and the responsibilities they are required to accept are taught by faculty, Teach for Texas, T-TESS resources, and T-PESS resources. The high expectations for students in this state are taught by EPP faculty members and Teach for Texas in identified programs. The importance of building strong classroom management skills is taught in identified coursework by Region 4 and EPP faculty members and Teach for Texas. The framework in this state for teacher and principal evaluations is taught in identified coursework by EPP faculty members and Teach for Texas. Appropriate relationships, boundaries, and communications between educators are taught in identified coursework by EPP faculty members using the Texas Association of School Boards (TASB) and TEA resources. Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in identified coursework by EPP faculty using ISTE standards. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in identified coursework by EPP faculty. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery are taught identified teacher candidate coursework. [19 TAC §228.30(d)(4)]
- Knowledge of students and student learning is taught in identified candidate coursework. [19 TAC §228.30(d)(4)(B)]
- Learning environment is taught in identified candidate coursework. [19 TAC §228.30(d)(4)(D)]
- Data-driven practice is taught in identified candidate coursework. [19 TAC §228.30(d)(4)(E)]
- Professional practices and responsibilities are taught in identified candidate coursework. [19 TAC §228.30(d)(4)(F)]



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- Principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in coursework taught by principal program faculty. [19 TAC §228.30(e)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the University of Texas Arlington is in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- UTA provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Degree plans, transcripts, (13 teacher and 24 non-teacher files), and benchmarks for each of the 37 files reviewed served as evidence of compliance. [19 TAC §228.35(a)(1-2)]
- Four teacher candidates and nine non-teacher candidates reached the point of standard certification. Benchmarks, degree plans, and transcripts served as evidence that each candidate completes coursework and training prior to EPP completion and standard certification. [19 TAC §228.35(a)(3)]
- UTA has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. This information is posted on the website. [19 TAC §228.35(a)(5)(A-B)]
- UTA offers some coursework online in the various certification fields and classes. The program provided the letter from THECB noting that the education programs are approved to offer 100% online and hybrid programs. Also, the EPP is involved in Quality Matters (QM) self-study to ensure the online coursework meets requirements for standards for online learning. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn between 15 and 120 semester credit hours, which exceeds the 300 clock-hours of required coursework and training. [19 TAC §228.35(b)]
- Nine of the teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship. The requirement is completed in coursework. The courses identified in transcripts were SCIE 1234, EDTC 4301, EDML 4300, EDUC 3301, EDUC 4318, EDUC 4319, SCIE 1201, SCIE 1202, EDUC 4332, EDUC 5314, ELED 5318, and ELED 5321. It was noted in one course that candidates were advised that submission of



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FBEs was recommended. It was noted that the EPP did not provide any FBEs via electronic transmission or other video or technology-based methods. The EPP provided syllabi and transcript documentation for each file reviewed as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]

- Degree plans, benchmarks, and transcripts served as evidence that candidates completed required coursework in specified topics and FBEs prior to clinical teaching or internship. [19 TAC §228.35(b)(2)]
- Candidates in the non-teacher class of certification are required to earn 200 clock-hours of coursework and training. It was noted that non-teacher candidates complete between 15-18 semester hours of coursework and training, which exceeds the required 200 clock-hours required. Degree plans, coursework progression documents, transcripts, and benchmark documents served as evidence of compliance for 24 non-teacher files reviewed. [19 TAC §228.35(c)]
- Six teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. One teacher candidate completed an internship that met requirements. That candidate held a probationary certificate and was supported by the field supervisor during the full term of the internship. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching. Prior to Fall 2019, successful completion of clinical teaching was determined by field supervisors as an overall proficient score on the observations and a grade of a B or better for the associated courses as noted in transcripts provided for review. Also, the weekly reports and the observations completed by the cooperating teachers were used to determine that each clinical teacher was successful in his/her clinical teaching experience. That documentation was provided for review. Starting in Fall 2019, a form was created and submitted by the cooperating teacher and the field supervisor to specifically recommend/not recommend the clinical teacher for certification. These forms will continue to be used by the EPP. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- All candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Degree plans, benchmark documents, and transcripts served as evidence of compliance for all teacher files reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]



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- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. The candidate in the internship assignment began at the beginning of the year. Two clinical teachers began clinical teaching at the start of the year and four began clinical teaching in the Spring semester and experienced the start of the year in FBEs. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- Sixteen non-teacher candidates completed a practicum that exceeded the 160 clock-hour requirements. Superintendent candidates are required to complete a 300 clock-hour practicum in EDAD 6279. Principal/PIL and reading specialist candidates are required to complete a 500 clock-hour practicum. Principal candidates complete the practicum in EDAD 5389/5399. Reading specialists complete the practicum in LIST 5316/5361/5317. Candidate proficiency in the educator standards required for each certificate is determined during the practicum. The field-supervisor used a standards-based observation instrument that is specific to the principal/PIL, reading specialist, and superintendent certificate for all candidates. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)]
- Field supervisors and campus site supervisors did not provide recommendations to the EPP regarding candidate success in the practicum. Prior to Fall 2019, successful completion of the practicum was determined by an overall proficient score on the observation reports as noted in observation documentation provided and additional submissions but did not include a recommendation by the field or site supervisor. A recommendation section for the site supervisor and field supervisor has been added to the practicum forms for advanced candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- UTA reported that one principal candidate completed an out-of-country practicum at a Department of Defense Education Activity (DoDEA) school in Japan. This was not a file selected for review and the EPP was not required to submit an application prior to placement. The program met the requirement as prescribed. [19 TAC §228.35(e)(9)]
- All candidates placed in clinical teaching, internship, or a practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Twenty-one non-teacher candidates, six clinical teacher candidates, and one intern candidate made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the 21 site supervisors, 17 held the required credentials. The EPP was 81% compliant for the non-teacher class. Of the six cooperating teachers and one mentor teacher, five out of seven (71%) held the required credentials. While the program met the requirement for the non-teacher class, it did not meet the requirement as prescribed for the teacher class. [19 TAC §228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]
- Training material was provided for cooperating teachers, mentors, and site supervisors within three weeks of assignment to the candidate. Handbooks, training material, and



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dated signatures that training occurred were provided for six out of seven (86%) teacher files reviewed and 18 out of 21 (86%) of non-teacher files reviewed. The program met the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(23); 19 TAC §228.2(31)]

- All candidate files reviewed that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Twenty-one non-teacher candidates, six clinical teacher candidates, and one intern candidate made it to the point of field supervision and were reviewed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The field supervisor held the required credentials appropriate for the candidate supervised. All seven (100%) of the teacher candidate field supervisors held the required credentials and 20/21 (95%) of the non-teacher candidate field supervisors held the required credentials. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All teacher field supervisors (100%) were trained and 20/21 non-teacher field supervisors (95%) were trained within three weeks of assignment to the assigned candidate. The EPP provided local field supervisor training material for each file reviewed and either Education Service Center (ESC) training certificates or T-TESS training certificates for each file reviewed as evidence of compliance. [19 TAC §228.35(g) & (h)]
- All files reviewed contained a first contact within the first three weeks of assignment for teacher candidates or a first contact within the first quarter of the assignment for non-teacher candidates. Contact was made in person or via email. The program met the requirement as prescribed. For each observation, a pre-and post-observation conference was held. This documentation was contained in the observation records provided for review and noted the date and time of each conference. The program met the requirement as prescribed. The field supervisor provided written feedback as required. The evidence provided was the candidate signature on each observation document stating that the candidate was provided with written feedback of the formal observation. Not all candidates required informal observations and coaching, but for those that did need it documentation in the form of emails and meetings was provided for review. The program met the requirement as prescribed. The field supervisor collaborated with the required individuals. The principal signed off on all observations for the candidate in the internship assignment and the clinical teacher/intern signed off on all observations. The cooperating teachers also conducted observations of candidates in clinical teaching and provided that information to the field supervisor. Candidates in the non-teacher classes and their associated field supervisors signed off on all observation documents. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. In the teacher class, five teacher clinical teacher/intern candidates had three observations that were 45 minutes or more in duration. The other two candidates were in the process of completing clinical teaching. The teacher class



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was 100% compliant. In the non-teacher class, 12 files contained three observations during the first, second, and final third of the practicum that totaled 135 minutes or more in duration. Six files were in the process of completing the practicum. Observations were either conducted in a face-to-face format or via video. Two files were missing documentation. The program was 90% compliant. The program met the requirement as prescribed. 19 TAC §228.35(g)(1-3) & (h)(1-8)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.2(12) Cooperating teachers did not hold the required credentials.
Action: Require all cooperating teachers to have at least three years of experience as a classroom teacher as determined by a service record, to be an accomplished educator as shown by student learning, to be trained within three weeks of assignment to the candidate, and to be currently certified in the certification category for which the clinical teacher is seeking certification. Retain all evidence of compliance in candidate files.
- 19 TAC §228.35(e)(8)(D) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.
Action: Require the field supervisor to recommend to UTA that the candidate was successful in the practicum and should be recommended for standard certification. If either the field supervisor or site supervisor does not recommend that the candidate for standard certification, that individual must provide documentation supporting the lack of recommendation. Retain evidence from each in the candidate file.

Recommendations

- Because FBEs are completed in coursework as identified in syllabi, it is strongly recommended that the EPP determine as to whether the submission of FBEs is required rather than recommending that they are turned in. It is either a requirement that they are turned in for all candidates or not turned in at all and the requirements for FBEs be identified on the syllabi.

Based on the evidence presented, the University of Texas Arlington 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

- UTA 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



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benchmark document, and degree progress were provided as evidence of compliance for 13 teacher files and 24 non-teacher files for a total of 37 files reviewed. [19 TAC §228.40(a)]

- UTA has structured assessments to measure candidate progress. The EPP provided a PIL performance assessment and the associated actual candidate work for Pillars 4 and 7 as evidence of performance assessments. [19 TAC §228.40(a)]
- UTA has processes in place to ensure that candidates are prepared to be successful in their certification exams. Benchmark documents were provided for all files reviewed (37) showing where the candidate was in the process of testing. Evidence that the EPP had advised candidates to test was also found in the candidate files reviewed. UTA also does not grant test approval to any candidate until they are formally admitted. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- UTA uses information from a variety of sources to evaluate program design and delivery. A variety of evidence was found. Feedback from superintendent candidates, the principal program in the form of EPP advisory committee meeting agendas/minutes, the reading specialist bi-annual standards review of candidate test scores, bilingual education program data was used to add a Texas History course as a result of low test scores in that area are all examples of data provided for the review. The EC-6 faculty monthly meetings yielded data that revealed candidates did not know how to effectively plan lessons and EPP is in the process of considering changes to make for that certification field. NCATE results for BIOL, CHEM, GEOL, and PHYS 4344 course results yielded that instructors would emphasize norming the score of 80% as acceptable. Music candidate feedback data during MUSI 4117 revealed that candidates wanted more time to prepare for clinical teaching and test preparation. As a result, a website was developed to offer more TExES review sessions and those sessions were added to subsequent syllabi. Secondary & EC-12 program staff meet regularly to evaluate student progress. The NCATE SPA report identified that the teacher work sample was an area that needed improvement. The rubric for that assessment has been adjusted to identify how the EPP can move candidates to the acceptable range. [19 TAC §228.40(e)]
- All candidate records for the review served 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. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None



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Based on the evidence presented, the University of Texas Arlington is 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).

- Each candidate adheres to the Texas Educator's Code of Ethics. Evidence, in the form of signed copies of the Code of Ethics, ethics coursework completed, and grades on ethics exams were found in 36 out of 37 (97%) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signature documents were submitted for all staff and served as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the University of Texas Arlington is 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 EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site on a bulletin board in Carlisle Hall in the Office of Advising and the Office of Field Experiences. The program provides the complaint policy in writing upon request. UTA meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed (see Next Steps)

- None



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Recommendations

- None

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

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

Findings

- Teacher candidates have met degree requirements for certification. Four teacher candidates who reached certification held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- One teacher candidate was issued a probationary certificate and met the coursework and field-based experience requirements prior to issuance. The four teacher candidates that reached the point of standard certification, which included the candidate that was issued a probationary certificate, met all coursework requirements prior to recommendation. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Two principal/PIL candidates reached the point of standard certification. Both candidates had official transcripts and met degree requirements prior to standard certification. Seven superintendent candidates reached the point of standard certification. All seven candidates had official transcripts and met degree requirements prior to standard certification. None of the reading specialist candidates reached the point of standard certification. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal candidates are required to hold a valid teaching certificate and service record with a minimum of two years of experience as a classroom teacher when recommended for standard certification. The program requirement is for candidates to hold the teacher certificate and present the service record at the time of admission. Both principal candidates held a valid teacher certificate and the required years of experience that ranged from 2-15 years when recommended for standard certification. The record of EPP completion documenting all requirements met and the benchmark document was provided as evidence for each candidate that reached the point of standard certification served as evidence of successful completion of the principal/PIL program. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. The program requirement is for candidates to hold the certificate and present the service record at the time of admission. All seven superintendent candidates held a valid principal certificate and a service record noting years of service years that ranged from



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2-15 years when recommended for standard certification. The record of EPP completion documenting all requirements met and the benchmark document was provided as evidence for each candidate that reached the point of standard certification served as evidence of successful completion of the superintendent program. [19 TAC §242.20]

Compliance Issues to be Addressed (see Next Steps)

- None

Recommendations

- None

Based on the evidence presented, the University of Texas Arlington is in compliance with 19 TAC §228 and §230 – Certification Procedures.

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

Findings

- UTA 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]
- Eight out of 13 (62%) teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- Nineteen out of 24 (79%) of non-teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in ASEP. [19 TAC §229.3(f)(1)]
- Two out of 13 teacher candidate files reviewed contained an admission GPA that did not correspond to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program was 85% compliant. [19 TAC §229.3(f)(1)(7)]
- Three out of 26 non-teacher files contained a GPA that did not correspond to the GPA reported. The program was 88% compliant. [19 TAC §229.3(f)(1)(7)]
- Two out of 24 non-teacher candidates were not found on a GPA spreadsheet for the year they were admitted. The program was 92% compliant.
- Five out of 13 teacher candidate files were not accurately reported for all certification areas for which they were admitted. Specifically missing were bilingual and ESL supplemental certification fields. The program was 62% compliant.
- One teacher candidate observation duration uploaded into ASEP did not correspond to the duration documented in candidate records. [19 TAC §229.3(f)(1)(1)]
- UTA has already addressed the reporting issues as follows:



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- Since Fall 2019, the new admission process distinguishes the EPP admissions process and clarifies the formal admission date within the offer letter.
- The program has submitted data fixes to correct candidate data in ASEP.

Compliance Issues to be Addressed (see Next Steps)

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

Recommendations

- None

Based on the evidence presented, the University of Texas Arlington is not in compliance with 19 TAC §229 – Integrity of Data Reported.

GENERAL PROGRAM RECOMMENDATIONS

- The addition of the Science of Teaching Reading exam (STR) will drive the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 1, 2021. Teacher program staff are advised to plan to meet the January 1, 2021 certificate issuance requirement.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. The field supervisor will need to verify candidate placement information at the beginning of the assignment.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Implement quality control procedures to ensure ASEP reports, including GPA spreadsheets, are submitted accurately during state reporting each year.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, site supervisor, 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.



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- Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
- Continue to participate in 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 the TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Next Steps were created collaboratively with the University of Texas Arlington staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before July 31, 2020.”

Signature of Legal Authority	Date
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Printed Name of Legal Authority	Date
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