

2023–2024 Continuing Approval Review Report Texas A&M University-Kingsville

INTRODUCTION

Texas Education Agency (TEA) Education Specialists, Keena Sandlin and Irene Chacon, and Director, Lorrie Ayers, conducted a five-year Continuing Approval Review of the Texas A&M University-Kingsville educator preparation program (EPP) during the week of January 23- 26, 2024. Per 19 Texas Administrative Code (TAC) §228.10(b), “...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...”. The review was conducted on-site at Texas A&M Kingsville, 700 University Blvd., Kingsville, TX, 78363. Dr. Linda Villarreal, Dean, was the program Legal Authority and Dr. Maria Canales, Backup Legal Authority, was the primary EPP contact for the review process. Texas A&M University-Kingsville was approved as an EPP on January 6, 1969. At the time of the review, the EPP was rated Accredited - Warned. The risk level was Stage 1 (high). The EPP reported 117 finishers for the 2021-2022 reporting year and 114 finishers for 2022-2023.

At the time of the review, Texas A&M University-Kingsville was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. The EPP is approved to prepare and recommend candidates for certification in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes.

Per 19 TAC §228.1(c), “all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title.” The TEA administers 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 an “On-site Review” format where TEA and EPP staff worked collaboratively on-site at the EPP.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on January 9, 2024. Additional EPP documents, including records for 35 candidates, five from each certificate class and route, were reviewed at the EPP site. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

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GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been informed of their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical experience for each program in the EPP. [19 TAC §228.20(g)]
6. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: The EPP did not submit a signed and dated exit policy for each of the 35 candidates. At the time of the review, the EPP had revised an exit policy and created an implementation plan.
7. The EPP has qualified instructors for the certificate categories and classes offered. [19 TAC §228.10(d)(1)]
8. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f)]
Evidence: Records for 25 out of 35 candidates were missing admission and completion records.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must correct the deficiencies identified by May 27, 2024.

1. **[19 TAC §228.20(h)]** Develop and implement an Exit Policy for each program that is reviewed and signed by candidates at admission. Retain evidence in the EPP records per the records retention requirement. Note updates to the Exit Policy requirement effective September 1, 2024 in 19 TAC §228.31(b).
2. **[19 TAC §228.40(f)]** Develop and implement a process for records retention that ensures evidence of candidate admission and completion of program requirements and ensure all documents are securely retained for a period of at least five years as required.

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REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has published Information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

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

FINDINGS

1. The formal written offer of admission was not consistently found in candidates records. [19 TAC §227.17(b) & (c)]
Evidence: Three out of the five principal candidate records were missing formal admission letters.
2. Applicants were not consistently required to accept the offer of admission in writing. [19 TAC §227.17(b) & (c)]
Evidence: Three out of the five principal candidate records were missing acceptance of admission into the program.
3. The formal date of admission was not consistently included in the written offer of admission. [19 TAC §227.17(d)]
Evidence: Three out of five PB teacher candidates' formal admission letters did not have a discernable date of admission.

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4. The ECOS audit trail revealed candidate admission records were not consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e)]
Evidence: Formal admission records for 20 out of 35 candidates were entered into ECOS after seven calendar days.
5. Candidates were provided coursework prior to formal admission. [19 TAC §227.17(f)]
Evidence: Four out of five PB teacher candidates completed two or more courses prior to admission. Evidence was obtained by comparing admission dates on formal admission letters and transcripts.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement the formal admission process(es) for all classes as required by May 27, 2024.

1. **[19 TAC §227.17(b) & (c)]** Update the admission process so that candidates who meet admission requirements and are admitted, are formally admitted per the formal admission requirements which includes a written offer of formal admission with the formal date of admission embedded that is accepted in writing by the candidate.
2. **[19 TAC §227.17(d)]** Implement a process to create admission records in ECOS within seven calendar days of the candidate's formal admission date identified in the written offer of formal admission.
3. **[19 TAC §227.17(f)]** Review and revise as needed the structure of the alternative certification program for Teachers to achieve a cadence of: formal admission > preparation and testing > finisher status > recommendation for standard certification. The program must not allow candidates to begin coursework, training, test preparation or anything that leads to certification prior to the formal date of admission in the admission offer letter.

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, 241, and 242. Following are the findings:

FINDINGS

1. The EPP does not consistently require applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
Evidence: Records for two out of five School Counselor candidates did not contain a transcript to verify GPA. Four out of five PB teacher candidates were admitted with a GPA below 2.5 as verified on transcripts.
2. The EPP consistently requires applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP does not consistently use one or more appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]
Evidence: Records for 30 out of 35 candidates were missing screens, including the two screens required for Principal and Superintendent candidates.
5. The EPP inconsistently collects all additional requirements for admission and does not verify candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and §227.10(b)]

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Evidence: Nine out of ten Principal and Superintendent candidates had missing transcripts to verify published admission requirements of a minimum 3.0 GPA and Satisfactory on MAT or GRE as stated as a requirement from website.

6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
7. The EPP consistently notifies non-teacher candidates of deficiencies in certification requirements at time of admission. [19 TAC §227.10(a)(5)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227, 239, 241, and 242 by May 27, 2024.

1. **[19 TAC §227.10(a)(3)]** Establish a process to collect transcripts from applicants that reflect GPA and retain those documents in candidates' records. Implement a process to track the admission GPA of candidates admitted into the EPP during a reporting year to ensure no more than 10% are admitted with a GPA below 2.5. For candidates admitted with a GPA below 2.5, ensure the appropriate documentation is collected regarding the extraordinary circumstance and the work experience equivalent of a GPA of 2.5 that was used to consider whether to accept the candidate or not.
2. **[19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]** Update the admission process to require the applicant to participate in an interview or other screen to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certificate sought. The screen must be evaluated with a rubric with a performance standard established. The screening process includes clear guidelines about how the outcome of the screen will be used in admission decisions. For Principal and Superintendent applicants, two or more screens must be implemented.
3. **[19 TAC §227.10(a)(9) and §227.10(b)]** Review current admission requirements for each program and update requirements if needed to include only those requirements the EPP values as important for making admission decisions. Publish the requirements for applicants.

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP faculty and staff and from the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

FINDINGS

1. Candidates were required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were not identified in coursework. [19 TAC §228.30(a)(e)]
Evidence: The EPP submitted standards alignment charts and course syllabi for the Core Subjects w/Science of Teaching Reading (STR) EC-6 certificate category that revealed missing standards in STR, International Society for Technology in Education (ISTE), Educator Standards, and Texas Essential Knowledge and Skills (TEKS) Instruction. The Educator Standards were identified in course syllabi but were not present in coursework.

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3. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by May 27, 2024.

1. **[19 TAC §228.30]** Review curriculum for courses provided to candidates in each program and revise as needed so that the educator standards, Science of Reading, and ISTE for the certificate are the basis for the curriculum. Review curriculum for courses provided to candidates in each teacher program and revise as needed so that the TEKS for each certificate are addressed in the curriculum. Include in the TEKS instruction how to interpret TEKS, use TEKS to inform instruction, how to assess TEKS and vertical alignment of TEKS.

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi published degree plans, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and/or Texas Education Code. Following are the findings:

FINDINGS

1. Training in Ethics was not found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
Evidence: Coursework documents for Educational Diagnostician, Reading Specialist, and School Counselor did not provide evidence of training in Ethics.
2. Training in educating students with Dyslexia was found in coursework provided to candidates but was not provided by the approved provider. [19 TAC §228.30(c)(2)]
Evidence: Records for two out of five Principal candidates were missing evidence of training from the TEA-approved Dyslexia provider.
3. Training in Mental Health, Substance Abuse, & Youth Suicide was not provided to all candidates but was consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
Evidence: Records for two out of five Principal candidates were missing evidence of training in Mental Health, Substance Abuse, & Youth Suicide.
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was not apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
Evidence: Coursework documents for the Educational Diagnostician class did not provide evidence of instruction in educator and student expectations.
5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]
Evidence: Coursework documents for the Educational Diagnostician class did not provide evidence of instruction in the teacher and principal evaluation frameworks.

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7. Training in appropriate relationships, boundaries, and communications with students was not provided to all candidates. [19 TAC §228.30(c)(7)]
Evidence: Coursework documents for the Educational Diagnostician class did not provide evidence of instruction in appropriate boundaries between educators and students.
8. Instruction in digital learning, virtual instruction, and virtual learning was not consistently provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: Coursework documents for the Principal, Reading Specialist, and Superintendent classes did not provide evidence of digital literacy instruction.
9. The Digital Literacy evaluation and the related prescribed curriculum was not consistently provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: Coursework documents for the Principal, Reading Specialist, and Superintendent classes did not provide evidence of a digital literacy assessment with supporting curriculum.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by May 27, 2024.

1. **[19 TAC §228.30(c)(1)]** Review and revise curriculum for code of ethics instruction and ensure the required instruction is provided to all candidates.
2. **[19 TAC §228.30(c)(2)]** Review and update Dyslexia curriculum for courses provided to candidates in each program and revise as needed so that the required instruction is given from a TEA-approved provider.
3. **[19 TAC §228.30(c)(3)]** Review and revise curriculum for mental health, substance abuse and youth suicide and ensure the required instruction is provided to all candidates.
4. **[19 TAC §228.30(c)(4)]** Review and revise curriculum for instruction in skills, responsibilities and high expectations educators are expected to possess and ensure the required instruction is provided to all candidates.
5. **[19 TAC §228.30(c)(6)]** Review and revise instruction for teacher and principal framework within the curriculum and ensure the required instruction is provided to all candidates.
6. **[19 TAC §228.30(c)(7)]** Review and revise instruction in appropriate boundaries between educators and students and ensure that required instruction is provided to all candidates.
7. **[19 TAC §228.30(c)(8)]** Review and revise curriculum for instruction that includes a digital literacy evaluation and prescribed coursework and ensure that required instruction is provided to all candidates.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

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FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1)]
2. FBE assignments and activities inconsistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: Field-based experience logs for three out of ten Teacher candidates did not reflect assignments and did not indicate activities were interactive. All records lacked written reflections.
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to capture candidate proficiency in each of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by May 27, 2024.

1. **[19 TAC §228.35(e)(1)]** Update and implement an FBE process that meets or exceeds all requirements for completing FBE activities including FBE that are completed in a variety of settings and that includes at least 15 hours of interactive activity. Retain logs and reflections in candidates' records per the records retention requirement in 19 TAC §228.40. Note new FBE requirements that will be in effect September 1, 2024, are in 19 TAC §228.41(1) and §228.43.

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (h).

FINDINGS

1. There is insufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(i)]
Evidence: Clinical experience logs for three out of five Teacher undergraduate candidates were incomplete.
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]
3. There is insufficient evidence that candidates completed a practicum for a minimum of 160 clock-hours for their clinical experience. [§228.35(e)(8)]
Evidence: Four out of five School Counselor candidates had missing documentation of practicum hours.

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4. Candidates were not consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
Evidence: Qualifications for campus personnel were not verified sufficiently as stated in TAC from all candidates in the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist certificate areas.
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26), & (33)]
Evidence: Records for 33 out of 35 candidates were missing verification that campus personnel met all qualification requirements.
6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]
Evidence: Evidence of cooperating teacher, mentor, or site supervisor training was not found in records for Teacher, School Counselor, Educational Diagnostician, and Reading Specialist certificate areas as applicable.
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
8. There was insufficient evidence that field supervisors supporting candidates in the supervised clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: Records for three out of five Teacher undergraduates, three out of five Teacher post-baccalaureate candidates, five out of five School Counselor candidates, and five out of five Educational Diagnostician candidates were missing verification that field supervisors met all qualification requirements.
9. Training was not consistently provided as required to field supervisors supporting candidates in the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Evidence of field supervisor training was not found in records for Teacher, School Counselor, Educational Diagnostician, and Reading Specialist certificate areas.
10. There was sufficient evidence that field supervisors conduct the first observation within the required time frame. [19 TAC §228.35(g) & (h)]
11. Candidates did not receive the required number and duration of formal observations during the supervised clinical experience. [19 TAC §228.35(h)]
Evidence: All Educational Diagnostician records were missing formal observation documents so the required number and duration of observations could not be verified.
12. There was insufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)]
Evidence: None of the Teacher undergraduate observations documents contained evidence of a pre-conference and four out of five of those documents did not show evidence of a post-conference. Observation documents for two out of five of Teacher post-baccalaureate candidates did not show evidence of a pre-conference. All candidate observation documents from the Principal, Superintendent, School Counselor, and Educational Diagnostician programs were missing evidence of a pre-conference and a post-conference.
13. Field supervisors did not consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.10(a)(1)(J)]

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Evidence: Field supervisors minimally captured educational practices observed during the observations conducted for each of the five Principal and Superintendent candidates. For the five School Counselor, Educational Diagnostician, and Reading Specialist candidates, the observation documents did not reflect that educational practices were captured by field supervisors.

14. There is insufficient evidence the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g) & (h)] Evidence. Records for two out of five Teacher post-baccalaureate candidates were missing evidence of any informal coaching and support. None of the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist candidate records contained evidence of informal coaching or ongoing support from the field supervisors.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

For all programs, the EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e) by May 27, 2024.

1. **[19 TAC §228.35(e)(2)(A)(i)]** Update the clinical teaching process and requirements so that candidates capture evidence on a log or similar of the number of days of clinical teaching completed. Note the updated requirements that will be in effect September 1, 2024, are in 19 TAC §228.67.
2. **[19 TAC §228.35(e)(8)]** Revise the clinical experience requirements so that candidates complete at least 160 hours of standards-based activities during the clinical experience and that field supervisors are capturing candidate proficiency in the standards and documentation is retained. Note the updated requirements that will be in effect September 1, 2024, are in 19 TAC §228.61.
3. **[19 TAC §228.35(f)]** Update the requirements and process around the clinical experience to include verifying the campus personnel assigned to support the candidate meet qualification requirements prior to the start of the candidate's clinical experience. Retain evidence of the training in the candidates' or EPP records per the records retention requirement in 19 TAC §228.40.
4. **[19 TAC §228.2(18)]** Update the requirements and process around the clinical experience to include verifying the field supervisors assigned to support the candidate meet qualification requirements prior to the start of the candidate's clinical experience.
5. **[19 TAC §228.35(g) & (h)]** Update the requirements and process around the clinical experience to include EPP specific training provided to field supervisors for each program and TEA-approved observation, or coaching training provided to field supervisors in each program. Note the updated requirements that will be in effect September 1, 2024, are in 19 TAC §228.101.
6. **[19 TAC §228.35(g) & (h)]** Update the requirements and process around the clinical experience to include requiring field supervisors to conduct pre- and post-conferences for each formal observation and to provide written feedback to the candidate and cooperating teacher, mentor, or site supervisor about the outcome of the observation. Note the updated requirements that will be in effect September 1, 2024, are in 19 TAC §228.107 & §228.109 & §228.117.
7. **[19 TAC §228.35(h)]** Update requirements for processes and systems of retaining formal observations by the field supervisor and ensure practicum observation time total is at least 135 minutes in duration.
8. **[19 TAC §228.10(a)(1)(J)]** Update clinical experience requirements to measure candidate proficiency during the clinical experience.

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EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). Following are the findings:

FINDINGS

1. There is insufficient evidence the field supervisor collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Four out of five records for Reading Specialists did not contain evidence that the field supervisor and campus personnel collaborated.
2. There is insufficient evidence the field supervisor consistently makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Records for 32 out of 35 candidates were missing evidence of an initial contact between the candidate and the field supervisor.
3. There is insufficient evidence the field supervisor consistently provides feedback from the observation to the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Observation documents in the records for four out of five Reading Specialist candidates did not include evidence of collaboration between the field supervisor and campus personnel.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the structure and requirements in the supervised clinical experiences to ensure the EPP staff collaborate with the campus personnel and candidate as needed to support candidate success in the supervised clinical experience as required in 19 TAC §228.35(g) & (h) by May 27, 2024.

1. **[19 TAC §228.35(g) & (h)]** Update the requirements and process around the clinical experience to include requiring field supervisors to collaborate with campus personnel for the Reading Specialist program.
2. **[19 TAC §228.35(g) & (h)]** Update the requirements and process around the clinical experience to include requiring field supervisors to make first contact with each candidate within three weeks of the start of the candidate's clinical experience for each program.
3. **[19 TAC §228.35(g) & (h)]** Update the requirement and process for each formal observation to provide written feedback to the candidate and cooperating teacher, mentor, or site supervisor about the outcome of the observation for each program and distribute copies as applicable.

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, and completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

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FINDINGS

1. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §228.36, §228.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP was compared with the data retained in candidates' records. Following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area in which the certificate was issued. [19 TAC §229.3]
2. Admission data were not consistently reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
Evidence: All Principal transcripts were missing from records. Three out of five School Counselor and Educational Diagnostician transcripts were missing from records. Four out of five Superintendent transcripts were missing from records. Because of missing transcripts, GPA could not be verified.
3. Observation dates and durations were not consistently reported as detailed on observation documents. [19 TAC §229.3 & §229.4]
Evidence: Observation documents for three out of five Teacher post-baccalaureate candidates showed discrepancies between dates and duration of observations when compared to observation data reported in ECOS.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by May 27, 2024.

1. **[19 TAC §229.3 & §229.4]** Implement a process for collecting all documents and reporting data in ECOS that ensures data is entered accurately as it appears in the related candidate records. Implement a quality control process to review and revise final data before submission on September 15 that allows time for corrections ahead of the deadline.

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PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

FINDINGS

1. The EPP has not incorporated proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - o provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduces barriers in instruction;
 - o provides appropriate accommodations, supports, and challenges; and
 - o maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]

Evidence: Coursework and syllabi provided for the Core Subjects w/STR EC-6 certificate area did not show evidence of specific planning and instructional techniques for students with disabilities and English Language Learners.

2. The EPP has not integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]

Evidence: Coursework and syllabi provided for the Core Subjects w/STR EC-6 certificate area did not show evidence of integrated inclusive practices embedded in instruction for students with disabilities and English Language Learners.

3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]

4. As required under TEC 21.044 (a-1), there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:

- o provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
- o reduce barriers in instruction;
- o provide appropriate accommodations, supports, and challenges; and
- o maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: Observation documents for all Principal, Superintendent, and Educational Diagnostician candidates, along with four out of five School Counselor candidates lacked evidence that the field supervisors captured proficiency in proactive instructional strategies for students with disabilities and English Language Learners.

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5. In the supervised clinical experience, there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]
Evidence: Observation documents for all Principal, Superintendent, and Educational Diagnostician candidates, along with four out of five School Counselor candidates lacked evidence that the field supervisors captured inclusive, evidence-based instructional strategies for students with disabilities and English Language Learners.

CORRECTIVE ACTION REQUIRED (SEE COMPLIANCE PLAN)

The EPP must update coursework and requirements for the supervised clinical experience to meet the requirements in 19 TAC §228.30(c)(9) and TEC 21.044 (a-1) by May 27, 2024.

1. **[19 TAC §228.10(a)(1)(J)]** Update coursework to include instruction and practice in Core Subjects w/STR EC-6 curriculum.
2. [TAC §228.10(a)(1)(J)] Update coursework to include instruction and practice for students with disabilities and English Language Learners in Core Subjects w/STR EC-6 curriculum.
3. **[19 TAC §228.35(e)(8)]** Update the requirements and process around the clinical experience for Principal, Superintendent, Educational Diagnostician and School Counselor programs to include requiring field supervisors to capture inclusion strategies on observations documents.

RECOMMENDATIONS

- 19 TAC Chapter 228 and Chapter 230 that were adopted by the SBEC in February 2024 will go into effect September 1, 2024, so EPPs should begin updating and aligning all programs to meet new requirements.
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.).

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- 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 current Texas Administrative Code.
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code.
- Continue to maintain communication with the education specialist assigned to the program.