

2024–2025 Continuing Approval Review Report

ACT-Rio Grande Valley

INTRODUCTION

Texas Education Agency (TEA) Education Specialist Vanessa Alba conducted a five-year Continuing Approval Review of the ACT-Rio Grande Valley (ACT-RGV) educator preparation program (EPP) on December 9-18, 2024. Per 19 Texas Administrative Code (TAC) §228.13(a), "an educator preparation program (EPP) ...shall be reviewed at least once every five years...". Dr. Alejandro Elias, Pharr-San Juan Alamo, Superintendent of Schools, was identified as the program Legal Authority, and Ms. Priscilla Salinas, ACT-RGV Program Director and Backup Legal Authority, was the primary EPP contact for the review process. The ACT-RGV EPP was approved by the State Board for Educator Certification (SBEC) on October 9, 2001. On June 28, 2024, the EPP was notified of the review. At that time, the EPP was rated Accredited with a risk level that was Stage 3 (low). At the time of the review, the EPP was rated Accredited. The EPP reported 30 finishers for the 2022-2023 reporting year and 63 finishers for 2023-2024.

At the time of the review, the ACT-RGV EPP was approved to prepare and recommend candidates for Teacher certification in the alternative certification (ALT) route.

The TEA administers the 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 requirements for EPPs as applicable to the certification classes and certification routes offered by the EPP using a standardized rubric aligned to the 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. The EPP submitted a Status Report and related program documents to TEA on November 24, 2024. Additional EPP documents, including records for five candidates from the Teacher program, were submitted by the EPP on December 5, 2024. 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.

"Advisement" was provided to EPP staff regarding important new information and reminders.

"Recommendations" are suggestions for general program improvement or reminders of important information for the EPP, and no follow-up is required.

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Following are the findings of the review.

GOVERNANCE

Oversight of the EPP and ongoing evaluation of the EPP were reviewed. The 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; and
 - is composed of a variety of collaborators, including representation from at least three of these areas: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and
 - meets at least one time per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
2. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
3. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]
Evidence: Verification of mentor teacher and field supervisor qualifications were not available for review.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **5 PM CST on Friday, April 21, 2025**.

1. **19 TAC §228.31(i) & §228.13(h) Records Retention**
Update and implement a records retention process to retain records relating to candidate admission and completion of preparation requirements for at least five years from the date the candidate leaves the program or finishes the program. The records retention method must ensure information security.

REQUIRED NOTIFICATIONS

Candidate records, the EPP website, orientation materials, and candidate handbooks were reviewed for evidence the EPP has communicated the required notifications to applicants and candidates. The following are the findings:

FINDINGS

1. The EPP has informed applicants about the required criminal history background checks for clinical teaching and employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has notified applicants and candidates about

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- 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 informed applicants about the admission requirements and completion requirements of the EPP. [19 TAC §227.1(c)(1) & (2)]
 4. The EPP has informed applicants about
 - the EPP performance over time for the past five years; and
 - the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A) & (B)]
 5. The EPP has published a complaints process that includes a link to the TEA complaints process. [19 TAC §228.70(b)] [Effective September 1, 2024: 19 TAC §228.123 (a)-(d)]

CORRECTIVE ACTION REQUIRED

None

ADMISSION REQUIREMENTS

Candidate records, including applications, transcripts, and screening rubrics, were reviewed to verify that the EPP qualified applicants for admission as required in 19 TAC Chapter 227. The following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(1) & (2)]
2. There is sufficient evidence that the EPP requires applicants to meet the minimum 2.50 GPA requirement or meet requirements for the 10% exception to the GPA requirement. [19 TAC §227.10(a)(3)]
3. There is sufficient evidence that the EPP requires applicants to meet the requirement for subject-specific semester credit hours or have a passing score on the appropriate pre-admission content test (TX PACT) at admission. [19 TAC §227.10(a)(4)]
4. Candidates consistently demonstrate English language proficiency prior to admission. [19 TAC §227.10(a)(7)]
5. Candidates consistently participate in an admission screen to evaluate the candidate's appropriateness for the certificate sought. There is sufficient evidence that the screen is scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8)]
6. An approved Statement of Qualifications (SOQ) was found in the records for the candidate admitted in a Career & Technology Education (CTE) area requiring work experience and licensure. [19 TAC §227.10(d)]
7. The EPP has maintained an overall GPA of 3.0 or higher for each incoming class since the last five-year review. [19 TAC §227.19(a)]

CORRECTIVE ACTION REQUIRED

None

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FORMAL & CONTINGENCY ADMISSION

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify that the EPP has implemented a formal and contingency admission process as required in 19 TAC §227.17 and §227.15, respectively. The following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP consistently provides a written offer of admission reflecting a transparent admission date, and ensures the offer is signed by candidates. [19 TAC §227.17(b)-(d)]
2. Candidates who are contingently admitted consistently sign a written offer of admission reflecting the admission date. [19 TAC §227.15(a) & (b)]
3. There is insufficient evidence that candidates who are contingently admitted meet all requirements except the required conferred degree, and the program verifies the degree has been conferred within the semester of contingency admission. [19 TAC §227.15(a) & (f)]
Evidence: The EPP offered formal admission to contingently admitted candidates pending degree conferral. The only degree provided was the one that was conferred after the candidate was formally admitted. The EPP staff verified that it does not have a contingency admission process in place.
4. The EPP consistently creates admission records for formally and contingently admitted candidates in the ECOS within seven calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e) & §227.15(c)]
5. Except as allowed for contingency admission, candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f) & §227.15(e)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by **5 PM CST on Friday, April 21, 2025.**

1. 19 TAC §227.15 Contingency Admission:

Update the admissions process to include contingently admitting applicants. The contingency admission process must include a written contingency offer letter that the candidate accepts in writing. The contingency date of admission must be embedded in the written offer. The contingency admission must be valid for only the fall, spring, or summer semester for which the contingency admission was granted and may not be extended for another semester. The applicant must be currently enrolled in and expected to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought. The EPP must advise the applicant of the contingency admission requirements. The EPP must collect the incomplete official transcript at the time of the contingency admission and then collect the final official transcript once the degree is conferred. The admission record for the candidate must be entered into ECOS within seven calendar days of the contingency date of admission embedded in the offer letter. Train the staff in the contingency admission process. Retain the documents in the candidate's records per the records retention requirement.

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STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, standards alignment charts, and information provided by the EPP in the Status Report were reviewed as evidence that the EPP provides the required standards-based coursework. Evidence was reviewed for the English Language Arts & Reading 7-12 certificate area, which was the focus area representative of the overall quality of standards-based coursework offered by the EPP. The following are the findings:

FINDINGS

1. There is sufficient evidence that candidates are consistently required to complete at least the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. The following required standards were identified in coursework:
 - The educator standards for the certificate(s) sought; and
 - The Texas Essential Knowledge and Skills (TEKS); and
 - English Language Proficiency Standards (Teacher programs); and
 - The skills and competencies captured in the Texas teacher standards (Teacher programs).[19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57]
3. There is sufficient evidence that the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
4. There is sufficient evidence that the coursework provided to candidates is performance-based providing opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. Coursework and training are offered partially or fully online for one or more programs. The online training does not meet the criteria set for accreditation, quality assurance, and/or compliance with:
 - Accreditation or certification by the Distance Education Accrediting Commission; or
 - Program Design and Teaching Support Certification by Quality Matters. [19 TAC §228.35(a)(6)] [Effective September 1, 2024: 19 TAC §228.33(d)]

Evidence: The EPP provided evidence that five courses were certified by Quality Matters, but the entire program was not. The last quarterly report provided to TEA from Quality Matters noted that ACT-RGV has an active membership but no candidacy for QM certification. In conversations with EPP staff, they stated that the EPP would submit an EPP amendment per 19 TAC §228.17(a) to return to a 100% face-to-face program. The request was received on December 11, 2024 and the amendment will begin 60 days from receipt by TEA.

CORRECTIVE ACTION REQUIRED

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 Chapter 228 by **5 PM CST on Friday, April 21, 2025**.

1. **19 TAC §228.33(d) Coursework & Training: Quality of Online Coursework**

Seek online accreditation through Quality (QM) Matters for the EPP or submit an EPP amendment per [19 TAC §228.17\(a\)](#) to return to a 100% face-to-face format for all coursework and training.

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REQUIRED CURRICULUM TOPICS

Syllabi, benchmark documents, certificates of completion in 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 the Texas Administrative Code and Texas Education Code. The following are the findings:

FINDINGS

1. There is sufficient evidence that candidates receive the required training in the Educators' Code of Ethics and appropriate relationships, boundaries, and communications between educators and students. [19 TAC §228.30(c)(1) & (7)] [Effective September 1, 2024: 19 TAC §228.57(c)(1) & (7)]
2. There is sufficient evidence that training in educating students with Dyslexia is consistently provided to candidates and is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
3. There is sufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]
4. There is sufficient evidence that candidates in the EPP receive Instruction in
 - the skills educators are required to possess; and
 - the responsibilities educators are required to accept; and
 - the high expectations for all students in Texas; and
 - the importance of building strong classroom management skills.[19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(5)]
5. There is insufficient evidence that candidates in the EPP receive Instruction in
 - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(6)]Evidence: The syllabus provided for review only reflected training in the framework for teacher evaluation. In conversations with the EPP staff, it was determined that instruction is only provided in the framework for teacher evaluation.
6. There is sufficient evidence that candidates in all programs receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
7. The Digital Literacy evaluation and the related prescribed curriculum have been provided to candidates in the EPP. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
8. There is sufficient evidence that the EPP provides opportunities for candidates to demonstrate competency in instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3). [19 TAC §228.30(c)(9)] [Effective September 1, 2024: 19 TAC §228.57(c)(9)]
9. There is sufficient evidence that the EPP integrates inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for candidates in all programs as required under TEC §21.0443(b)(1)-(2). [19 TAC §228.11(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
10. There is sufficient evidence that Teacher candidates receive reading instruction, including instruction that improves students' content-area literacy. [19 TAC §228.30(d)(2)] [Effective September 1, 2024: 19 TAC §228.57(d)(2)]

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CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by **5 PM CST on Friday, April 21, 2025**.

1. 19 TAC §228.57(c)(6) Required Instruction

Update coursework provided to all candidates to include instruction in the framework for teacher and principal evaluation.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, benchmark documents, field-based experiences in candidates' records, and published information were reviewed for evidence that 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). The following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete pre-service coursework and training before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]
2. There is sufficient evidence that the structure of pre-service coursework and training allows candidates to complete at least 150 hours of coursework and to demonstrate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]
3. There is sufficient evidence that candidates consistently complete the required number of hours of FBE during pre-service coursework and training. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(1) & §228.43(c)-(d)]
4. FBE assignments and activities do not meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
Evidence: While all FBE logs reviewed identified interactive and observation FBE, the contents of the FBE logs reflected that candidates were observing teachers and students in all FBE, with no evidence of interaction.

CORRECTIVE ACTION REQUIRED

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 §228.41, §228.43, and §228.55(a) & (c) by **5 PM CST on Friday, April 21, 2025**.

1. 19 TAC §228.43(c) & (d) Pre-Service Requirements: FBE

Revise the FBE requirements and process to ensure candidates complete at least the required number of hours, including the required hours of active engagement, and that meet all other requirements for FBE. Retain the documents in the candidate's records per the records retention requirement.

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SUPERVISED CLINICAL EXPERIENCE

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

FINDINGS

Four out of five Teacher candidates completed an internship:

1. There is sufficient evidence that candidates consistently complete an internship assignment that is at least one full school year in duration with at least an average of four hours per day in the subject area of the certificate sought and is completed on an approved campus. [19 TAC §228.35(e)(2)(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.73(b) & (e)]
2. There is sufficient evidence that the EPP ensures the Intern or Probationary certificate is valid during the internship. [19 TAC §228.35(e)(2)(B)(iv)] [Effective September 1, 2024: 19 TAC §228.73(a)]
3. There is sufficient evidence that the candidates completing an internship are provided support throughout the internship experience that includes:
 - The required number and duration of formal and informal observations provided by the field supervisor.
 - Feedback and coaching from the field supervisor based on pre-and post-observation conferences and educational practices observed.
 - A trained mentor teacher and trained field supervisor.[19 TAC §228.2(26), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.97, §228.101, §228.105, §228.109]
4. There is insufficient evidence that the candidates completing an internship are provided support throughout the internship experience that includes:
 - Verification by the EPP of a qualified mentor teacher and qualified field supervisor.[19 TAC §228.2(26), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.97, §228.101, §228.105, §228.109]

Evidence: The mentor teachers assigned to candidates self-verified their qualifications. The EPP only provided service records as evidence of experience for the mentor teachers assigned to candidates; no other qualifications were provided. The EPP provided only valid teacher or principal certificates as evidence of certification for the field supervisors assigned to candidates; no other qualifications were provided.
5. There is sufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is consistently captured during the candidate's internship. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]
6. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the internship experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]

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7. There is sufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the campus supervisor and the field supervisor. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]

CORRECTIVE ACTION REQUIRED

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 by **5 PM CST on Friday, April 21, 2025**.

1. **19 TAC §228.97, §228.101, §228.105, §228.109 Clinical Experience: Teacher Internship (Candidate Support)**

Update the internship structure and processes to include verifying that mentor teachers and field supervisors meet qualification requirements. Retain the documents in the candidate's records per the records retention requirement.

CERTIFICATION REQUIREMENTS

Candidate records, including transcripts, 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:

FINDINGS

1. There is sufficient evidence that candidates holding Intern or Probationary certificates consistently meet the requirements for the certificate recommended. [19 TAC §230, §230.36, & §230.37]
2. Candidates are consistently recommended for certificates in areas in which they were prepared and completed the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]
3. There is sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230]
4. There is sufficient evidence that candidates consistently meet the English language proficiency requirement prior to being recommended for certification. [19 TAC §230.11(b)(5)]

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION

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

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FINDINGS

1. Admission data have been reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
2. Candidates are consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]
3. Clinical experience records reported in ECOS accurately represent the related data in candidates' records. [19 TAC §229.3]
4. Observation dates and durations have been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

None

ADVISEMENT

- Update processes, the EPPs Advisory Committee Training presentation, all published handbooks, and the EPPs complaints process that is published on the EPPs website and that TEA has on file for the EPP to meet the revised requirements in 19 TAC Chapter 228, effective as of September 1, 2024.
- As the EPP continues to make adjustments to the revised Chapter 228 curriculum requirements, ensure that the EPP continues to implement the standards-based curriculum with fidelity for each certificate that the EPP is approved to offer.
- Consider conducting an internal curriculum alignment audit for all certificates offered based on the revised Chapter 228 to ensure that the EPP has an aligned standards-based curriculum for each certificate offered.
- Update FBE processes to increase the rigor of FBE by implementing a more rigorous process for candidate documentation of interactive and observation FBE, as well as any other FBE that the EPP employs.
- Remove the TEA logo from all EPP-specific trainings, including advisory committee and mentor training material.
- Update coursework to include that candidates admitted on or after September 1, 2024, receive instruction in the open education resources instruction materials a) included on the list of approved instructional materials maintained by the SBEC under TEC §31.022, in each subject area and grade level covered by the candidate's certification category as required under TEC, §21.044(a-1)(4). The EPP has until August 31, 2026, to finish out candidates with admission dates prior to September 1, 2024, in the legacy Chapter 228 curriculum. New curriculum requirements must be in place for candidates admitted on September 1, 2024, and after. [Effective September 1, 2024: 19 TAC §228.57(c)(10)] Information about [House Bill \(HB\) 1605](#) and [OER](#) is found on the TEA website.
 - •Instructional materials related to OER can be found on the [TEA website](#).
 - •Plan to attend webinars as they become available for EPPs.
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams are no longer available, effective September 1, 2024. Candidates pursuing certification in these certificate areas must now be approved for the new exams 258, 257, and 331, respectively. To be certified using exams 158, 157, or 231, candidates must apply and be recommended for

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certification by September 1, 2025. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.

- The Special Education EC-12 and Special Education Supplemental certificates will expire and will be replaced by the Special Education Specialist EC-12 certificate. The certification exams, 161 and 163, respectively, will not be offered after August 31, 2025. Candidates will have until September 1, 2026, to be certified in the expiring certificate areas. The new Special Education Specialist EC-6 exam 186 will be available starting September 2, 2025. Be sure to attend one of the required webinars to qualify to add the new Special Education Specialist EC-12 certificate.

RECOMMENDATIONS

- Establish a process to add and update records in ECOS as they occur throughout the year. Set short-term goals for ensuring records are updated at least by semester and prior to recommending standard certificates.
- 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, maintain a procedure manual or process documents detailing EPP processes and procedures.
- Align the verbiage of the program to the verbiage of the Texas Administrative Code (TAC) (ex., Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, 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 TEA to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code, including changes to EPP processes and updates to certificates and related certification exams.
- Continue to maintain communication with the TEA education specialist assigned to the program.

CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action received at TEA on Thursday, March 13, 2025, has been reviewed by TEA staff and meets the requirements for compliance with the Texas Education Code and Texas Administrative Code.