

2024–2025 Continuing Approval Review Report

Texas A&M International University

INTRODUCTION

Texas Education Agency (TEA) Education Specialists Vanessa Alba, Rebecca Bunting, and Jennifer Gonzalez conducted a five-year Continuing Approval Review of the Texas A&M International University educator preparation program (EPP) from March 19-28, 2025. Per 19 Texas Administrative Code (TAC) §228.13(a), “an educator preparation program (EPP) ...shall be reviewed at least once every five years...”. Dr. James O’Meara, Dean of the College of Education, was identified as the program’s Legal Authority. He was also the primary EPP contact for the review process. The Texas A&M International University EPP was approved by the State Board for Educator Certification (SBEC) on February 8, 1975. 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 183 finishers for the 2022-2023 reporting year and 231 finishers for 2023-2024.

At the time of the review, the Texas A&M International University (TAMIU) EPP was approved to prepare and recommend candidates for certification in the Teacher, Principal, School Counselor, and Educational Diagnostician classes in the undergraduate (U), post-baccalaureate (PB), alternative certification (ALT) routes. The Reading Specialist and Superintendent programs were inactive and were not included in the review.

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 February 25, 2025. Additional EPP documents, including records for 30 candidates, five from each active program, were submitted by the EPP on March 11-17, 2025. 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 not yet implemented must include a specific implementation date.

“Advisement” is important new information and reminders provided to EPP staff during the review.

2024–2025 Continuing Approval Review Report

Texas A&M International University

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

The following are the findings of the review.

GOVERNANCE

The oversight of the EPP and the ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. The following are the findings:

FINDINGS

1. The EPP has not 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 3 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)]

Evidence: The advisory committee agendas contained evidence that the EPP did not always consist of the required membership. One meeting agenda identified members from three of the five groups, and two agendas identified two of the five groups. No advisory committee meeting attendance records were retained.
2. The EPP has not 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)]

Evidence: Two out of five Teacher candidate records reviewed and six out of ten Educational Diagnostician records reviewed were missing a signed and dated exit policy.
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: The majority of the compliance issues seem to result from a lack of consistent records retention. Missing records included the following: Advisory Committee attendance records, candidate signed & dated exit policy, preliminary criminal history evaluation (PCHE) notification, admission & completion requirements, admission screens, dated written offer of admission & dated signed acceptance, field-based experience documentation for Teacher candidates, practicum documentation for Principal, Educational Diagnostician, & School Counselor candidates, evidence of qualification & training for cooperating teachers, site supervisors, and field supervisors, formal & informal observations, pre- and post-observation conferences at each formal observation, and recommendations for standard certification from the field supervisor and cooperating teacher or site supervisor, as applicable.

2024–2025 Continuing Approval Review Report

Texas A&M International University

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by 5:00 PM CST on Friday, July 25, 2025.

1. 19 TAC §228.25(a)-(c) Governance: Advisory Committee

Update Advisory Committee requirements so that the committee is composed of at least three of the five groups identified as collaborators (public schools accredited by TEA and/or TEA-recognized private schools, regional education service centers, institutions of higher education, and/or business and community interests). Retain evidence per records retention requirements in 19 TAC §228.31(i) & §228.13(h).

2. 19 TAC §228.31(b) Exit Policy (Teacher & Educational Diagnostician)

Update and implement an exit policy that all candidates review and sign upon admission. The exit policy must be published. The exit policy must meet new requirements effective September 1, 2024, and must identify a point of dismissal for inactive candidates after no more than two years of inactivity. Alternatively, as a university-based EPP, you may adopt your institution's policy. Retain the signed documents in the candidate records per the records retention requirement.

3. 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, 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 to all programs 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 not notified applicants and candidates in all programs 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)]Evidence: No evidence was found in the Principal or Educational Diagnostician candidate records reviewed and was only found in one out of five School Counselor records reviewed.
3. The EPP has not informed applicants about the admission and completion requirements for each program within the EPP. [19 TAC §227.1(c)(1) & (2)]
Evidence: In the Principal program, admission requirements were found on the EPP website, and completion requirements were found in the candidate handbook. However, since the candidate handbook was not posted on the website or provided to all applicants in another manner, it was not possible to determine if all applicants had access to the completion requirements. In the Educational Diagnostician and School Counselor Programs, admission requirements were found on the EPP website; however, completion requirements were not located.
4. The EPP has informed applicants in all programs about
 - the EPP performance over time for the past five years; and

2024–2025 Continuing Approval Review Report

Texas A&M International University

- 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

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable to the requirement in the rule) for all programs within the EPP **by 5:00 PM CST on Friday, July 25, 2025.**

1. **19 TAC §227.1(d)(1)-(3) Notifications: Preliminary Criminal History Evaluation (Principal, Educational Diagnostician, & School Counselor)**
Update the EPP website, applications, or another location that is transparently accessible by applicants and candidates in all programs within the EPP, notifying them, in writing, of the potential impact of criminal history on certification and their right to request a Preliminary Criminal History Evaluation from TEA.
2. **19 TAC §227.1(c)(1) & (2) Notifications: EPP and Program Requirements (Principal, Educational Diagnostician & School Counselor)**
Update the EPP website, applications, or another location transparently accessible by applicants in all programs within the EPP to be notified of program admission and completion requirements. The information must be available so that applicants understand the information and requirements that apply to them.

ADMISSION REQUIREMENTS

Candidate records, including applications and transcripts, were reviewed to verify that the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, and 241. 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 all programs to meet the minimum 2.50 GPA requirement. [19 TAC §227.10(a)(3)]
3. There is sufficient evidence that the Teacher program requires applicants to meet the subject-specific semester credit hour requirement at the time of 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 do not consistently participate in one or more admission screens to evaluate the candidate's appropriateness for the certificate sought. There is insufficient evidence that screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8) & §241.5(c)]
Evidence: None of the candidate records reviewed contained evidence of a screen or a rubric.
6. 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)]

2024–2025 Continuing Approval Review Report

Texas A&M International University

CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227, 239, and 241 **by 5:00 PM CST on Friday, July 25, 2025.**

1. 19 TAC §227.10(a)(8) Admission Requirements: Screen (All Programs)

Update admissions processes for all programs to require applicants to participate in one or more screening activities (the Principal program must have two or more screening activities), which could include an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Retain the documents in the candidate's records per the records retention requirement.

FORMAL ADMISSION

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

FINDINGS

1. There is insufficient evidence that the EPP consistently provides a written offer of admission that reflects a transparent admission date and ensures the offer is signed by the candidates. [19 TAC §227.17(b)-(d)]
Evidence: Three out of ten Principal and three out of ten Educational Diagnostician records reviewed were missing evidence of a written and dated formal offer of admission or acceptance letter signed by the candidate.
2. The EPP inconsistently creates admission records for formally admitted candidates in the ECOS within seven calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e)]
Evidence: Three out of ten Principal and two out of five School Counselor records reviewed reflected that admission records were not created in ECOS within seven calendar days.
3. Except as allowed for contingency admission, candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal admission processes for all classes as **required by 5:00 PM CST on Friday, July 25, 2025.**

1. 19 TAC §227.17 Formal Admission (Principal, Educational Diagnostician, & School Counselor)

Update the admissions process to include formally admitting applicants. The formal process must include a written offer letter that the candidate accepts in writing. The formal date of admission must be embedded in the written offer. The admission record for the candidate must be entered into ECOS within seven calendar days of the formal admission date specified in the offer letter. Retain the documents in the candidate's records per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).

2024–2025 Continuing Approval Review Report

Texas A&M International University

STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework. Evidence was reviewed for the Core Subjects with Science of Teaching Reading (STR) EC-6 area, which was evaluated as a 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 Texas Essential Knowledge and Skills (TEKS);
 - English Language Proficiency Standards (Teacher programs); and
 - and
 - The skills and competencies captured in the Texas teacher standards (Teacher programs); and
 - The Texas administrator standards (Principal programs). [19 TAC §228.30(e)] [Effective September 1, 2024: 19 TAC §228.57(f)]
3. The following required standards were not identified in coursework:
 - The educator standards for the certificate(s) sought; and
 - Pre-Kindergarten Guidelines (Teacher programs)

Evidence: While the EPP provided standards alignment charts for Core Subjects with Science of Teaching Reading (STR) EC-6, the Art & Music alignment chart was incomplete. The Scope & Sequence for Core Subjects with STR EC-6 was not provided for review, and the syllabi provided did not correspond to the courses identified on the alignment charts. Not all syllabi provided for review identified the standards taught. Because the alignment charts and syllabi provided for review did not correspond and because not all syllabi identified standards taught, alignment to standards could not be determined.
4. 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)]
5. There is insufficient 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)]

Evidence: The EPP provided an STR performance-based assessment and an aligned rubric but there were no other performance-based assessments or rubrics provided.
6. Coursework and training are offered partially or fully online for all programs. The online training does not meet the criteria set for accreditation, quality assurance, and compliance with at least one of the following:
 - Program Design and Teaching Support Certification by [Quality Matters](#); or

2024–2025 Continuing Approval Review Report

Texas A&M International University

- 19 TAC Part 1, Chapter 4, Subchapter P (relating to approval of Distance Education Courses and Programs for Public Institutions) as verified by the [Texas Higher Education Coordinating Board](#) (THECB)

Evidence: All programs are offered online and TEA found evidence of accreditation by the Texas Higher Education Coordinating Board (THECB) for all except the Educational Diagnostician program. The EPP did not submit sufficient evidence of accreditation or certification by Quality Matters or evidence of approval of Distance Education Courses and Programs for Public Institutions for that program. TEA verified with Quality Matters (QM) that the Educational Diagnostician program is not QM-certified.

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 Chapters 228, 239, and 241 **by 5:00 PM CST on Friday, July 25, 2025.**

1. 19 TAC §228.57 Standards-based Curriculum

Review and revise the Core Subjects with Science of Teaching Reading EC-6 curriculum as needed to ensure that all required standards for the certificate are taught.

2. 19 TAC §228.57(b) Performance-based

Review and revise the Core Subjects with Science of Teaching Reading EC-6 curriculum to include performance assessments with aligned rubrics that allow candidates to practice skills in authentic and developmentally rigorous ways.

3. 19 TAC §228.33(d) Coursework & Training: Quality of Online Coursework (Educational Diagnostician)

Seek online accreditation through Quality Matters (QM) or from Distance Education Courses and Programs for Public Institutions as verified by the [Texas Higher Education Coordinating Board](#) (THECB) for the EPP.

REQUIRED CURRICULUM TOPICS

Syllabi, published degree plans, transcripts, certificates of completion in candidate records, and information provided by the EPP in the Status Report were reviewed to verify that the EPP provides instruction in the additional curriculum areas required by the Texas Administrative Code and the Texas Education Code. The following are the findings:

FINDINGS

1. There is sufficient evidence candidates receive the required training in the Educators' Code of Ethics and in 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 insufficient evidence that training in educating students with Dyslexia is consistently provided to candidates in all programs and is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
Evidence: In the Educational Diagnostician program, TEALearn certificates of completion were not provided for review and TEA did not find the required training from the approved provider, [TEALearn](#), identified in the EDSE 5320 syllabus provided for review.

2024–2025 Continuing Approval Review Report

Texas A&M International University

3. There is insufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates in all programs and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]
Evidence: In the Educational Diagnostician program, certificates of completion were not provided for review and TEA did not find the required curriculum identified in the EDSE 5345 syllabus provided for review.
4. There is sufficient evidence that candidates in all programs 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 all programs 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: While evidence of instruction in the framework for teacher evaluation was found in the Teacher and Principal program clinical teaching and practicum course syllabi, evidence of training in the principal evaluation framework was not found in those two programs. Training in the framework for teacher and principal evaluation was not found in the School Counselor or Educational Diagnostician programs.
6. There is insufficient 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)]
Evidence: No evidence was found in the Principal, Educational Diagnostician, or School Counselor programs.
7. The Digital Literacy evaluation and the related prescribed curriculum have not been provided to candidates in all programs. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
Evidence: The EPP submitted a digital literacy evaluation but did not provide any evidence that any candidate in each program completed the evaluation. A prescribed curriculum or resources were not found.
8. There is sufficient evidence that the EPP provides candidates in all programs 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)]

2024–2025 Continuing Approval Review Report

Texas A&M International University

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 **by 5:00 PM CST on Friday, July 25, 2025.**

- 1. 19 TAC §228.57(c)(2) / TEC §21.044(b) Required Instruction Dyslexia (Educational Diagnostician)**
Require candidates in the Educational Diagnostician program to complete instruction in Dyslexia from the TEA-approved provider, TEALearn. Retain evidence in the candidate's record per the records retention requirement.
- 2. 19 TAC §228.57(c)(3) / TEC §21.044(c-1) Required Instruction Mental Health, Substance Abuse, & Youth Suicide (Educational Diagnostician)**
Require candidates in the Educational Diagnostician program to complete instruction in mental health, substance abuse, and youth suicide. Use an approved provider, or the university may provide the training if it is offered in a course within a degree plan. Retain evidence in the candidate's record per the records retention requirement.
- 3. 19 TAC §228.57(c)(6) Required Instruction Framework for Teacher & Principal Evaluation (All)**
Update coursework provided to candidates in all programs to include instruction in the framework for teacher and principal evaluation. Retain evidence in the candidate's record per the records retention requirement.
- 4. 19 TAC §228.57(c)(8) / TEC 21.001 Required Instruction Digital Learning, Virtual Instruction, Virtual Learning, Digital Literacy, including the Evaluation and Prescribed Learning Curriculum (ALL)**
Update coursework provided to candidates in all programs within the EPP to include digital learning, virtual learning, and digital literacy instruction, including the evaluation and prescribed learning curriculum.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, degree plans, and published information were 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) [Effective September 1, 2024: 19 TAC §228.41 and §228.43]. 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 insufficient 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)]
Evidence: No evidence of field-based experiences was provided for any of the Teacher candidates whose records were reviewed.

2024–2025 Continuing Approval Review Report

Texas A&M International University

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: No evidence of field-based experiences was provided in the Teacher candidates' records reviewed.

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 5:00 PM CST on Friday, July 25, 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.

SUPERVISED CLINICAL EXPERIENCE

Syllabi, degree plans, and documentation in candidate records including placement documents, logs, observation records, cooperating teacher & site supervisor 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) [Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F].

FINDINGS

All five Teacher candidates completed clinical teaching:

1. There is sufficient evidence that the candidates consistently complete a clinical teaching assignment that is at least 70 days (490 hours) in duration and is completed in the subject area of the certificate sought on an approved campus. The clinical teaching structure includes co-teaching and increased responsibility for the classroom. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.67]
2. There is insufficient evidence that the candidates completing clinical teaching are provided support throughout the clinical teaching experience that includes:
 - A qualified and trained cooperating teacher.
 - A qualified and trained field supervisor.
 - 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. [19 TAC §228.2(14), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.93, §228.101, §228.105, §228.107]

Evidence: All five records reviewed contained no evidence of cooperating teacher experience or qualifications, except for evidence of certification provided for three out of five cooperating teachers. All five records reviewed contained no evidence that the field supervisor assigned had the required experience or accomplishment as an educator as shown by student learning. There was no evidence

2024–2025 Continuing Approval Review Report

Texas A&M International University

provided that field supervisors received local or TEA-approved field supervisor training. One out of five records reviewed contained only two formal observations that were only 40 minutes in duration. The second of five records reviewed contained no evidence of observations completed as indicated by EPP admission that the field supervisor assigned is no longer with the EPP and did not transfer the observation data to the EPP shared drive prior to departure. There was no evidence in any record reviewed that candidates received informal observations & coaching.

3. There is sufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is captured during clinical teaching. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]
4. The EPP has not integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the clinical teaching experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
Evidence: Four out of five candidate records reviewed contained no evidence in the observation instrument that the field supervisor observed inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies during clinical teaching.
5. There is insufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the cooperating teacher and the field supervisor. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]
Evidence: All five records reviewed contained no evidence of recommendations from either the cooperating teacher or the field supervisor.

All 25 candidates non-teacher programs completed a practicum:

1. There is insufficient evidence that candidates consistently complete a practicum that is at least 160 hours in duration and is completed on an approved campus. [19 TAC §228.35(e)(8)(A)-(C) & §228.35(e)(9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.81]
Evidence: All ten Principal records reviewed contained between 75-155.5 clock-hours of standards-based experiences during the practicum. The EPP was counting required training, pre-and post-observation conferences, and SIM online training modules as practicum hours, which did not meet the requirements. In the School Counselor program, no practicum records were provided for any of the five records reviewed. In the Educational Diagnostician program, practicum documents were not provided for two out of ten records reviewed, and another two out of ten reflected less than 160 clock hours had been completed. Only one out of ten practicum documents was standards-based.
2. There is insufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:
 - a. A qualified and trained site supervisor.
 - b. A qualified and trained field supervisor.
 - c. The required number and duration of formal and informal observations provided by the field supervisor.
 - d. Feedback and coaching from the field supervisor, based on pre-and post-observation conferences and educational practices observed. [19 TAC §228.2(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117]

2024–2025 Continuing Approval Review Report

Texas A&M International University

Evidence by program:

In the **Principal program**, none of the ten records reviewed contained evidence that the site supervisor had received training. There was no evidence provided that the field supervisors assigned to Principal candidates received local or TEA-approved statewide training. Nine out of ten Principal observation records reviewed contained the required number of observations. None of the ten Principal records reviewed contained evidence of informal observations & coaching.

In the **School Counselor program**, no evidence was found in any of the five records reviewed to indicate that the candidates received support during the practicum.

In the **Educational Diagnostician program**, the only evidence of site supervisor qualifications was a valid certificate in five out of ten records reviewed. No other evidence was provided for the ten records reviewed. There was incomplete evidence provided that the field supervisors were qualified. All ten records reviewed contained no evidence of accomplishment as an educator as shown by student learning. Eight out of ten records reviewed contained evidence that the field supervisor was certified, and one out of ten records reviewed contained evidence that the field supervisor held the required experience. There was no evidence provided that the field supervisors assigned to Educational Diagnostician candidates received local or TEA-approved statewide training, except for one field supervisor who received TEA-approved statewide training through the Education Service Center. None of the ten Educational Diagnostician records reviewed contained evidence of informal observations & coaching. Six out of ten records reviewed contained the required number of formal observations. One record contained only two observations, and the remaining three were not provided. Only one record reviewed contained evidence that the formal observations totaled 135 minutes. Eight out of ten records reviewed contained evidence of written feedback. No evidence was provided in any record reviewed that copies were distributed as required. Seven out of ten records reviewed contained no evidence of a pre-or post-observation conference at each formal observation. No records were provided for one out of ten records reviewed. One out of ten records had a check-off indicating that the pre-and post-observation occurred for each formal observation, but no date was specified for when they occurred. One out of ten only had a pre-observation conference for each formal observation, but these were not dated, and there was no evidence of post-observation conferences.

3. There is insufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is consistently captured during the practicum. [19 TAC §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.81(a)]

Evidence by program:

In the **Principal program**, the observation instrument used in nine out of ten records reviewed was based on tested competencies rather than the standards. The tenth record was not provided for review.

In the **School Counselor program**, the observation instruments for the five candidates reviewed were not provided for review, and TEA could not make a determination regarding standards-based.

In the **Educational Diagnostician program**, six out of ten observation records reviewed were not standards-based and only documented what was observed during the observation with no evidence of proficiency or standards observed, one out of ten observation records reviewed had only one standards-based observation, one out of ten did not have any evidence of observations, and one out of ten contained evidence that the observation instruments were standards-based.

2024–2025 Continuing Approval Review Report

Texas A&M International University

4. The EPP has not integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the practicum experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
Evidence: The Principal, Educational Diagnostician, and School Counselor program observation instruments contained no evidence that the field supervisor observed inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies during the practicum.
5. There is insufficient evidence that candidates are consistently provided with recommendations on a successful practicum experience by both the site supervisor and the field supervisor. [19 TAC §228.35(e)(8)(E)] [Effective September 1, 2024: 19 TAC §228.81(e)]
Evidence: Nine out of ten Educational Diagnostician and all five School Counselor records reviewed did not contain evidence of recommendations for standard certification by the site supervisor and field supervisor.

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 5:00 PM CST on Friday, July 25, 2025.**

1. **19 TAC §228.93, §228.101, §228.105, §228.107 Clinical Experience: Clinical Teaching (Candidate Support) & 19 TAC §228.67 Clinical Experience: Clinical Teaching (Candidate Proficiency)**
Update the clinical teaching structure and processes to include:
 - verifying that cooperating teachers and field supervisors meet qualification requirements and have completed the required training;
 - ensuring field supervisors conduct the required formal and informal observations and conduct pre- and post-conferences for each formal observation; and
 - obtaining a standard certification recommendation from the cooperating teacher and the field supervisor.Retain the documents in the candidate's records per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).
2. **19 TAC §228.63 & §228.81 Clinical Experience: Non-Teacher Practicum (Structure) (All) & 19 TAC §228.81 Clinical Experience: Non-Teacher Practicum (Candidate Proficiency) (Educational Diagnostician & School Counselor)**
Update the Practicum structure and processes to include:
 - ensuring that a standards-based practicum of 160 clock-hours documented by candidates is completed
 - verifying that site supervisors and field supervisors meet qualification requirements and have completed the required training;
 - ensuring field supervisors conduct the required formal and informal observations and conduct pre- and post-conferences for each formal observation; and
 - obtaining a standard certification recommendation from the site supervisor and the field supervisor.Retain the documents in the candidate's records per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).

2024–2025 Continuing Approval Review Report

Texas A&M International University

CERTIFICATION REQUIREMENTS

Candidate records including transcripts, degree plans, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] The following are the findings:

FINDINGS

1. Candidates are consistently recommended for certificates in areas in which they are prepared by, and completed, the EPP. [19 TAC §228.35(e)(2)(B), §230.11, & §230.13]
2. There is sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230, §239, §241, & §242]
3. 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:

FINDINGS

1. Admission data have not been reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
Evidence by program: In the **Teacher program**, one out of five admission dates in candidate records did not correspond to the reported admission date, and another one out of five admission dates was not reported within seven days. One out of five admission GPAs in candidate records did not correspond to the admission GPA reported. Two out of five content hours in candidate records did not match the reported content hours.
In the **Principal program**, five out of ten admission dates in records did not correspond to the admission date reported, or an offer of admission was not provided for review. Three out of ten admissions were not reported within seven days. Nine out of ten GPAs in candidate records did not correspond to the admission GPA reported.
In the **School Counselor program**, one out of five admission dates in candidate records did not correspond to the admission date reported, and one formal offer of admission was not provided for review, and TEA was unable to correlate the reported information. Three out of five GPAs in candidate records did not correspond to the admission GPA reported.
In the **Educational Diagnostician program**, no offer of admission was provided for three out of ten records reviewed and TEA was unable to correlate the reported information, and one out of ten offers

2024–2025 Continuing Approval Review Report

Texas A&M International University

of admission did not correlate to what was reported. All GPAs in candidate records corresponded to the GPAs reported at admission.

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 do not accurately represent the related data in candidates' records. [19 TAC §229.3]

Evidence: In the **Teacher program**, four out of five clinical experience records contained start and end dates that did not correspond to the clinical experience logs in candidate records.

In the **Principal program**, one out of ten records reviewed did not contain a clinical experience record, and one out of ten contained an incomplete clinical experience record, with only two observations reported. Five out of ten observations reported were not in thirds across the practicum.

In the **School Counselor program**, no candidate records were provided for review to determine if the clinical experience records accurately represent the candidate records.

In the **Educational Diagnostician program**, one out of ten records reviewed contained evidence of an incomplete clinical experience record. Three out of ten observations reported were not in thirds across the practicum, and two out of ten records reviewed contained incomplete observation records in ECOS, and TEA was unable to correlate the data reported with candidate records.

4. Observation dates and durations have not been consistently reported in ECOS, as detailed in the observation documents. [19 TAC §229.3 & §229.4]

Evidence: In the **Teacher program**, two out of five records reviewed contained different dates on observation records than those in ECOS, and one out of five records had no observation documents to compare with what was reported in ECOS.

In the **Principal program**, one out of ten records reviewed lacked observation records for comparison with those reported in ECOS, and one out of ten records reviewed contained an incomplete record in ECOS. As a result, TEA was unable to correlate the data reported with the candidate records. In the **School Counselor program**, no observation records were provided for review, and TEA was unable to correlate the data reported with candidate records.

In the **Educational Diagnostician program**, eight out of ten records reviewed did not contain observations in candidate records that corresponded to observations reported, and one out of ten records reviewed contained no observation records to compare what was reported in ECOS.

CORRECTIVE ACTION REQUIRED

The EPP must revise the process for maintaining records and reporting data so that the data reported in ECOS accurately represents the data retained in candidates' records, to meet the requirements in 19 TAC §229.3 and §229.4 **by 5:00 PM CST on Friday, July 25, 2025.**

1. **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported: Accurately**

Establish a process for reporting data in ECOS that ensures all required data is reported continuously and accurately as it correlates with EPP and candidate records, including processes for reporting admission data, enrollment data, clinical experience data, and observation data. Provide training to EPP staff as needed that reflects the expectations and importance of accurately reporting data.

2024–2025 Continuing Approval Review Report

Texas A&M International University

ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228, effective September 1, 2024.
- Update the EPP website to ensure that the correct certification exams are identified for the non-teacher programs.
- Train staff responsible for records retention about what needs to be retained by the EPP.
- Conduct a curriculum audit of the Principal, Educational Diagnostician, and School Counselor programs to verify that those programs are standards-based and performance-based.
- Request specific training on data reporting requirements to ensure the EPP knows, understands, and accurately reports the data.
- 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 passing scores on exams 158, 157, or 231, candidates must apply and be recommended for 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/or update records in ECOS as they occur throughout the year. Set short-term goals to ensure records are updated at least by the end of each 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, 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 Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, 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.

2024–2025 Continuing Approval Review Report

Texas A&M International University

CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action received at TEA by 5:00 PM CST on June 25, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and Texas Administrative Code.