

2024–2025 Continuing Approval Review Report

University of North Texas - Dallas

INTRODUCTION

Texas Education Agency (TEA) Education Specialists Keena Sandlin and Rebecca Bunting conducted a five-year Continuing Approval Review of the University of North Texas – Dallas (UNT-Dallas) educator preparation program (EPP) on February 4-7, 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. Patrick Valdez, Interim Dean of Education, was identified as the program's Legal Authority. Emily Waneck, Director of Clinical Practice, and Shannin Garrett, Certification Officer, were the primary EPP contacts for the review process. The State Board for Educator Certification (SBEC) approved the UNT-Dallas EPP for educator certification on September 15, 1989. 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 1-high. At the time of the review, the EPP was rated Accredited. The EPP reported 51 finishers for the 2022-2023 reporting year and 28 finishers for 2023-2024.

At the time of the review, the UNT-Dallas EPP was approved to prepare and recommend candidates for certification in the Teacher, Principal, and School Counselor classes in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes. The Teacher, Principal, and School Counselor programs in ALT routes lacked sufficient enrollment since the last review and were not included in the review.

The TEA administers the TAC required by the Texas legislature to regulate all EPPs in the state. (See the complete TAC for details.) The five-year Continuing Approval Review was conducted in an “Onsite 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 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 January 17, 2025. Additional EPP documents, including records for 15 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.

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

“Recommendations” are suggestions for general program improvement; no follow-up is required.

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The following are the areas where the EPP and/or one or more of its programs exceeded TAC requirements.

FINDING: ADMISSION REQUIREMENTS: GPA

The EPP exceeds requirements in 19 TAC §227.10(a)(3)(A) by requiring a minimum admission GPA of 2.75 for Teacher candidates.

EVIDENCE

1. EPP policy online states applicants must have a minimum overall GPA of 2.75 or higher. Five out of five teacher candidate records reflected evidence of requirement.

Following are the additional findings of the review.

GOVERNANCE

Oversight of the EPP and ongoing evaluation of the 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; 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)]
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: The website, candidate handbooks, and application materials did not contain evidence of a published 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 reviewed records were missing some documents required for records retention.

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CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by June 6, 2025:

1. **[19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)] Exit Policy**
All programs must develop and implement an exit policy that candidates review and sign upon admission. Publish the exit policy on the EPP website. EPP provided updated evidence of the exit policy at the time of review. The update went into effect in February 2024.
2. **[19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)] 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 or finishes the program. The records retention method must ensure information security. The process must also include retaining EPP records (e.g., evidence of mentor teacher and field supervisor qualifications and training and pre-post conference notes).

REQUIRED NOTIFICATIONS

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

FINDINGS

1. The EPP has not informed applicants to all programs about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]
Evidence: The website, candidate handbooks, and application materials did not contain evidence of background check notifications for the Principal and School Counselor programs.
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: The website, candidate handbooks, and application materials did not contain evidence of the potential impact of criminal history on candidate certification or the right to request an evaluation through TEA.
3. The EPP has informed applicants about the admission requirements and completion requirements of each program in the EPP. [19 TAC §227.1(c)(1) & (2)]
4. The EPP has not informed applicants in all programs 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)]Evidence: The website, candidate handbooks, and application materials did not contain evidence of the EPPs performance over time and the effect of supply and demand for applicants and candidates in the School Counselor program.
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)]

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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 June 6, 2025.

1. **[19 TAC §227.1(b)] Notifications: Required Background Check**
Update the EPP website, applications, or another location that is transparently accessible by applicants and candidates in all programs within the EPP to reflect the required criminal history background check for employment. The information must be available so that applicants and candidates understand the information and requirements apply to them.
2. **[19 TAC §227.1(d)] Notifications: Preliminary Criminal History Evaluation**
Update the EPP website, applications, or another location that is transparently accessible by applicants and candidates in all programs within the EPP to reflect the potential impact of criminal history for employment and the right to request a preliminary criminal history evaluation through TEA. The information must be available so that applicants and candidates understand the information and requirements apply to them.
3. **[19 TAC §227.1(c)(3)(A) & (B)] Notifications: EPP and Program Information**
Update the EPP website to inform applicants for School Counselor in writing about the EPP performance over time for the past five years and the effect of supply and demand.

ADMISSION REQUIREMENTS

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

FINDINGS

1. There is sufficient evidence the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(1) & (2)]
2. There is sufficient evidence the EPP requires applicants to all programs 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 the Teacher programs require 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 do not consistently participate in one or more admission screen(s) to evaluate the candidate's appropriateness for the certificate sought. There is sufficient evidence the EPP inconsistently scores using a rubric with coherent criteria. [19 TAC §227.10(a)(8), & §241.5(c)]
Evidence: Of the Teacher records reviewed, three out of five records were missing the screen and/or rubric. Of the Principal records reviewed, three out of five records were missing a second screen and rubric. One record reviewed contained a screen dated after admission.
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)]

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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 June 6, 2025.

1. **[19 TAC §227.10(a)(8), & §241.5(c)] Admission Requirements: Screen**
Update the formal admission process to include one (Teacher) and two (Principal) screening instruments evaluated with a rubric(s) that include descriptions of levels of performance quality based on a coherent set of criteria and with a cut score identified.

FORMAL & CONTINGENCY ADMISSION

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. 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. The EPP inconsistently creates admission records for formally admitted candidates in the ECOS within 7 calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e)]
Evidence: None of the Principal records reviewed were created in ECOS within the seven-day window, and three out of five school counselor records were not created within the seven-day window.
3. 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 and/or contingency admission process(es) for all classes as required by June 6, 2025.

1. **[19 TAC §227.17(e)] Formal Admission**
Update the formal admission process to collect and retain the candidate's signed and dated acceptance of the offer of admission and create the admission record in ECOS within seven calendar days of the formal admission date.

STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, standards alignment charts, and information provided by the EPP in the Status Report and through conversations were reviewed as evidence the EPP provides the required standards-based coursework. Evidence was reviewed for the Core Subjects w/STR EC-6 with Bilingual Supplemental as a focus area representative of the overall quality of standards-based coursework offered by the EPP. Following are the findings:

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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:
 - English Language Proficiency Standards (Teacher programs); 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 Texas Essential Knowledge and Skills (TEKS); and
 - The educator standards for the certificate(s) sought; and
 - Pre-Kindergarten Guidelines (Teacher programs, as applicable); [19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57(a)]

Evidence: Alignment charts and conversations with faculty revealed that not all educator standards are included in the coursework. The EPP stated they would add a course for fine arts and ensure that all math and music standards are taught. The Pre-Kindergarten Guidelines course was not listed in the alignment charts, scope and sequence, and degree plan pathway documents. During the review, the EPP provided the course syllabi and revealed they will update all published documentation to include the course.

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 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)]
6. Coursework and training are offered partially or fully online for one or more programs. The online training meets the criteria set for quality accreditation by meeting requirements in 19 TAC Part 1, Chapter 4, Subchapter P (relating to approval of Distance Education Courses and Programs for Public Institutions) [19 TAC §228.35(a)(6)] [Effective September 1, 2024: 19 TAC § 228.33(d)]
7. There is insufficient evidence that all coursework and training are completed before the candidates are recommended for a Standard Certificate. [19 TAC §228.35(a)(5)] [Effective September 1, 2024: 19 TAC § 228.33(c)]

Evidence: According to the Teacher candidate records reviewed and ECOS, three out of five candidates were Standard Certified prior to the clinical teaching assignment end date. According to the School Counselor candidate records reviewed and ECOS, two out of four Standard Certified candidates were certified prior to the practicum assignment end date.

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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 June 6, 2025.

1. **[19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57(a)] Standards-Based Curriculum**
Review and revise the curriculum to ensure that all standards for the certificate, including TEKS and Pre-Kindergarten Guidelines, are taught.
2. **[19 TAC §228.35(a)(5)] [Effective September 1, 2024: 19 TAC § 228.33(c)] Coursework & Training: Coursework Completion**
Update the standard certificate recommendation process to include reviewing that candidates have completed all coursework and clinical teaching or practicum requirements and that a degree has been conferred, before recommending the standard certificate.

REQUIRED CURRICULUM TOPICS

Syllabi, published degree plans, transcripts, conversations with EPP, 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/or Texas Education Code. 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: None of the records reviewed for Principal and School Counselor candidates provided evidence of Dyslexia course completion. Additionally, no course syllabi for either program reflected the required Dyslexia instruction.
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: None of the records reviewed for Principal and School Counselor candidates provided evidence of Mental Health, Substance Abuse, and Youth Suicide training provided by an approved provider. Additionally, no course syllabi for either program reflected this required instruction.
4. There is insufficient evidence that candidates in all programs receive instruction in the Texas framework for teacher and principal evaluation. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]
Evidence: Per the Teacher records reviewed and conversations with the EPP, instruction in the principal evaluation framework is not included in coursework. Per the School Counselor records reviewed and conversations with the EPP, instruction in the principal and teacher evaluation frameworks is not included in coursework.

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5. 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: Course syllabi and conversations with the EPP provided evidence the required instruction in digital learning, virtual instruction, and virtual learning are not included in courses for the Teacher and School Counselor candidates.
6. 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: Course syllabi and a copy of the digital literacy evaluation do not address ISTE standards or meet [TEC 21.001](#) for digital learning. Additionally, a prescribed curriculum to address deficiencies is not provided in coursework.
7. There is sufficient evidence the EPP provides to 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)]
8. There is sufficient evidence 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)]
9. 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)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by June 6, 2025.

1. **[19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)] Required Instruction: Dyslexia**
Require all candidates to receive instruction in Dyslexia from the TEA-approved provider TEALearn.
2. **[19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)] Required Instruction: Mental Health, Substance Abuse, and Youth Suicide**
Require all candidates to receive instruction in Mental Health, Substance Abuse, and Youth Suicide from an approved provider.
3. **[19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)] Required Instruction: Teacher and Principal Evaluation Framework**
Require all candidates to receive instruction in both principal and teacher evaluation frameworks.
4. **[19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)] Required Instruction: Digital Literacy**
Update coursework provided to all candidates within the EPP to include instruction in digital learning, virtual learning, and digital literacy, including the digital literacy evaluation and prescribed learning curriculum. Ensure the foundation for digital learning is based on ISTE standards.

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PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, degree plans, benchmark documents in candidates' records, 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). 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 did not meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
Evidence: Two out of five candidates' pre-service FBE documents did not provide evidence of distinguishing between interactive activities and observational activities. Additionally, one candidate's records was missing documentation of FBE.

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 June 6, 2025.

1. **[19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)] Pre-Service Requirements: FBE**

Update the structure of the Pre-service requirements so that the candidates complete the 50 hours of early field-based experiences (FBE), that meet all requirements in the related TAC currently in effect before the beginning of clinical teaching. Ensure all documentation is retained in candidate records.

SUPERVISED CLINICAL EXPERIENCE

Syllabi, degree plans, and documentation in candidate records including 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) (Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F.)

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FINDINGS

Five of 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. [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 sufficient evidence that the candidates completing clinical teaching are provided support throughout the clinical teaching experience that includes:
 - A qualified and trained cooperating teacher.
3. There is insufficient evidence that the candidates completing clinical teaching are provided support throughout the clinical teaching experience that includes:
 - A qualified and trained field supervisor.
 - The required number and duration of formal and informal observations provided by the field supervisor. [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: Documentation of experience and accomplishments was missing for three out of five field supervisors. None of the candidate records included evidence of informal observations and ongoing support.

3. There is insufficient 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)]

Evidence: Observation documents for two out of five candidates did not contain evidence of proficiency captured by the field supervisor, and the feedback provided was minimal.

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: Observation documents for four out of five candidates did not contain evidence of capturing proficiency in inclusive practices for students with disabilities during formal observations in clinical teaching, as demonstrated from the coursework.

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: Clinical experience records for four out of five candidates were missing a cooperating teacher recommendation, and three out of five were missing a field supervisor recommendation.

Ten of ten candidates in non-teacher programs completed a practicum:

6. There is sufficient 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]
7. There is insufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:

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- A qualified and trained site supervisor.
- 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(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117]

Evidence: None of the field supervisors' documentation for Principal candidates included informal observations or ongoing support. Similarly, the School Counselor records lacked evidence of site and field supervisor qualifications, training, and pre-and post-observation conferences.

8. 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: None of the field supervisors' documentation for the Principal and School Counselor candidates included proficiency in standards observed during formal observations.

9. 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: None of the Principal and School Counselor candidate observation documents contain evidence of capturing proficiency in inclusive practices for students with disabilities during formal observations in practicums, as demonstrated through coursework.

10. There is insufficient evidence that candidates are consistently provided recommendations of a successful practicum experience by the site supervisor and the field supervisor. [19 TAC §228.35(e)(8)(E)] [Effective September 1, 2024: 19 TAC §228.81(e)]

Evidence: All Principal and School Counselor candidate clinical experience records were missing site and field supervisor recommendations.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements for the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they can complete the experiences with appropriate supervision and support and that candidate proficiency is accurately captured by the EPP by June 6, 2025.

1. **[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] Clinical Experience: Clinical Teaching (Candidate Support)**
Revise the clinical teaching process to ensure field supervisors meet qualifications and develop a process for documenting all ongoing support, including informal observations within required timeframes.
2. **[19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)] Clinical Experience: Clinical Teaching (Candidate Proficiency)**
Revise the clinical teaching process, including the observation instrument used to evaluate candidate performance during the clinical experience, to capture evidence of the level of proficiency in the standards demonstrated by the candidate.
3. **[19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)] Clinical Experience: Clinical Teaching (Students with Disabilities)**

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Revise the clinical teaching process to include field supervisors are trained in and capture proficiency with inclusive practices for students with disabilities on all observation documents, as stated in the [Texas Education Code \(TEC\), §21.0443\(b\)\(1\) and \(2\)](#).

4. **[19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)] Clinical Experience: Clinical Teaching (Supervisor Recommendation)**

Revise the clinical experience process to include obtaining signed recommendations from both the cooperating teacher and the field supervisor. Update the process to reflect the requirements for non-recommendations.

5. **[19 TAC §228.2(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117] Clinical Experience: Non-Teacher Practicum (Candidate Support)**

Revise the practicum process to ensure field and site supervisors meet qualification requirements, document training provided by the EPP and TEA-approved training, record informal observations within required timeframes, and include notes from all pre- and post-conference feedback sessions with evidence of competencies.

6. **[19 TAC §228.35(e)(8)] [Effective September 1, 2024: 19 TAC §228.81(a)] Clinical Experience: Non-Teacher Practicum (Candidate Proficiency)**

Revise the practicum process structure and observation instrument to capture evidence of candidates' proficiency in practicum standards.

7. **[19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)] Clinical Experience: Non-Teacher Practicum (Students with Disabilities)**

Revise the practicum process for the Principal and School Counselor programs to include field supervisors are trained in and capture proficiency with inclusive practices for students with disabilities on all observation documents, as stated in the [Texas Education Code \(TEC\), §21.0443\(b\)\(1\) and \(2\)](#).

8. **[19 TAC §228.35(e)(8)(E)] [Effective September 1, 2024: 19 TAC §228.81(e)] Clinical Experience: Non-Teacher Practicum (Supervisor Recommendation)**

Revise the clinical experience process to include obtaining signed recommendations from both the site supervisor and the field supervisor. Update the process to reflect the requirements for non-recommendations.

CERTIFICATION REQUIREMENTS

Candidate records, including transcripts, degree plans, 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. 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), §230.36, §230.37, §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]
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)]

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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. 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: Admission data for four out of five Principal candidates, including admission dates and GPAs from transcripts, were reported inaccurately in ECOS.
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

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 June 6, 2025.

1. **[19 TAC §229.3] Data Reported: Accurately (Admission Data)**
Revise the process for admissions to ensure admission dates and GPAs are entered accurately and provide training to EPP staff to meet expectations for accurate data reporting.

ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228, effective September 1, 2024.
- Effective 9/1/2024, include instruction on using Open Education Resources (OER) materials in your coursework. Follow TEA's weekly EPP newsletter for professional development opportunities and note that candidates admitted before 9/1/2024 may complete the old curriculum by 8/31/2026.
- For graduate students, use a separate admission process for the EPP, distinct from the graduate school admission process. This includes verifying that each student fulfills the EPP's admission criteria independently of the graduate school requirements.
- 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/or 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 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.

CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action, received at TEA on May 29, 2025, has been reviewed by TEA staff and meets requirements for compliance with Texas Education Code and/or Texas Administrative Code.