

2024–2025 Continuing Approval Review Report

Urban Teachers

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Jennifer Gonzalez, conducted a five-year Continuing Approval Review of the Urban Teachers (dba City Teaching Alliance) educator preparation program (EPP) on December 2024 – January 2025. Per 19 Texas Administrative Code (TAC) §228.10(b), “...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...”. Anthony Hernandez, Executive Director, was identified as the program Legal Authority and the primary EPP contact for the review process. The Urban Teachers EPP was approved by the State Board for Educator Certification (SBEC) on April 15, 2016. 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 83 finishers for the 2022-2023 reporting year and 31 finishers for 2023-2024.

At the time of the review, Urban Teachers was approved to prepare and recommend candidates for certification in the Teacher class in the alternative certification (ALT) route.

The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

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

Information concerning compliance with TAC governing EPPs was collected by a variety of means. The EPP submitted a Status Report and related program documents to TEA on November 25, 2024. Additional EPP documents, including records for five candidates, were submitted by the EPP on December 6, 2024. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

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

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

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

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

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Following are the areas where the EPP was found to exceed requirements in TAC.

FINDING: SCREENING REQUIREMENTS

The EPP exceeds requirements in 19 TAC §227.10(a)(8) by utilizing multiple admission screening instruments for applicants.

EVIDENCE

1. All candidates in the review had completed admission screening that included responding to an essay prompt, participation in an interview, and conducting a mini lesson. Applicant performance was scored on a rubric.

FINDING: CLINICAL EXPERIENCE REQUIREMENTS

The EPP exceeds requirements in 19 TAC §228.61(a) by requiring candidates to complete both clinical teaching and a full year internship.

EVIDENCE

1. The program is designed as a multi-year program where candidates complete clinical teaching in one year and an internship in the following year. All candidates in the review had completed both clinical teaching and an internship.

Following are the additional findings of the review.

GOVERNANCE

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

FINDINGS

1. The EPP has established an advisory committee that:
 - provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of the EPP; and
 - is composed of a variety of collaborators including representation from at least three of these areas: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and

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- meets at least one time per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
- 2. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
- 3. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]

Evidence: Several documents requested were not available for review, including evidence of cooperating teacher, mentor teacher, and field supervisor qualifications and training, and certificates of completion of coursework for candidates.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by May 15, 2025:

1. **19 TAC §228.31(i) & §228.13(h) Records Retention**

Update and implement a records retention process to retain records relating to candidate admission and completion of preparation requirements for at least five years from the date the candidate leaves the program or finishes the program. The records retention method must ensure information security. The process must also include retention of EPP records (e.g., evidence of mentor teacher and field supervisor qualifications, evidence of mentor teacher and field supervisor training).

REQUIRED NOTIFICATIONS

Candidate records, the EPP website, orientation materials, and candidate handbooks were reviewed for evidence the EPP has communicated the required notifications to applicants and candidates. 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 for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has 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)]
3. The EPP has not informed applicants about the admission requirements and completion requirements of the EPP. [19 TAC §227.1(c)(1) & (2)]

Evidence: Admission requirements were clearly stated on the website. Despite the website outlining a timeline of what applicants can expect, the specific completion requirements were not clear.
4. The EPP has 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)]

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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 May 15, 2025.

1. **19 TAC §227.1(c)(1) & (2) Notifications: EPP and Program Requirements**
Update the EPP website, admission application, or another location transparently accessible by applicants to reflect both 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, transcripts, and screening rubrics were reviewed to verify the EPP qualifies applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(1) & (2)]
2. There is sufficient evidence that the EPP requires applicants to meet the minimum 2.50 GPA requirement or meet requirements for the 10% exception to the GPA requirement. [19 TAC §227.10(a)(3)]
3. There is sufficient evidence that the program requires applicants to meet the requirement for subject-specific semester credit hours or have a passing score on the appropriate pre-admission content test (TX PACT) at admission. [19 TAC §227.10(a)(4)]
4. Candidates consistently demonstrate English language proficiency prior to admission. [19 TAC §227.10(a)(7)]
5. Candidates consistently participate in one or more admission screen(s) to evaluate the candidate's appropriateness for the certificate sought. There is sufficient evidence that screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8)]
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)]

CORRECTIVE ACTION REQUIRED

NONE

FORMAL & CONTINGENCY ADMISSION

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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. 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 and contingently admitted candidates in the ECOS within 7 calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e) & §227.15(c)]
Evidence: Four out of five candidates did not have admission records entered in ECOS within the seven-day timeframe.
3. Except as allowed for contingency admission, candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f) & §227.15(e)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by May 15, 2025.

1. **19 TAC §227.17(e) Formal Admission Entered Within Seven Calendar Days**
Update the program's formal admission process to include admission data entered into ECOS within seven calendar days of the formal admission date embedded in the offer letter.

STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, 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 w/Science of Teaching Reading EC-6 certificate category as a focus area representative of the overall quality of standards-based coursework offered by the EPP. Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates are consistently required to complete at least the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. The following required standards were identified in coursework:
 - The educator standards for the certificate(s) sought; and
 - The Texas Essential Knowledge and Skills (TEKS); and
 - English Language Proficiency Standards; and
 - Pre-Kindergarten Guidelines; and
 - The skills and competencies captured in the Texas teacher standards.

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3. There is sufficient evidence that the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
4. There is sufficient evidence the coursework provided to candidates is performance-based providing opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. Coursework and training are offered partially or fully online. There is insufficient evidence the online training provided by Urban Teachers meets the criteria set for accreditation, quality assurance, and/or compliance with at least one of the following:
 - Accreditation or Certification by the Distance Education accrediting Commission; or
 - Program Design and Teaching Support Certification by Quality Matters; or
 - 19 TAC Part 1, Chapter 4, Subchapter P (relating to approval of Distance Education Courses and Programs for Public Institutions); or
 - 19 TAC Part 1, Chapter 7 (relating to Degree Granting Colleges and universities Other than Texas Public Institutions). [19 TAC §228.35(a)(6)] [Effective September 1, 2024: 19 TAC § 228.33(d)]Evidence: American University holds accreditation from the Middle States Commission on Higher Education to offer distance education. No evidence was provided for quality accreditation of the online coursework provided by Urban Teachers.

CORRECTIVE ACTION REQUIRED

The EPP must assure online coursework provided by Urban Teachers meets quality standards per 19 TAC Chapter 228, by May 15, 2025.

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

Secure quality certification or accreditation of online courses through one of the four options in the related TAC. Or, submit an EPP amendment per [19 TAC 228.17\(a\)](#) identifying the EPP will provide face to face training.

REQUIRED CURRICULUM TOPICS

Syllabi, certificates of completion in candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in 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 and is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
Evidence: The records for the five candidates did not include evidence of training.

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3. There is sufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]
4. There is sufficient evidence that candidates in 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; and
 - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]
5. There is insufficient evidence that candidates 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: This instruction was not identified by the EPP in the status report and there was no evidence, such as syllabi or coursework samples, submitted to support this requirement.
6. The Digital Literacy evaluation, and the related prescribed curriculum, has not been provided to candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]

Evidence: This instruction was not identified by the EPP in the status report and there was no evidence, such as syllabi or coursework samples, submitted to support this requirement
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 that the EPP integrates inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for candidates 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 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 May 15, 2025.

1. **19 TAC §228.30(c)(2) Dyslexia Instruction**

Require candidates in all programs to complete instruction in Dyslexia from the TEA-approved provider, TEALearn. Retain evidence of training and retain in candidates' records per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).
2. **19 TAC §228.30(c)(8) Digital Learning**

Update coursework provided to candidates within the EPP to include instruction in digital learning, virtual learning, and digital literacy including the digital literacy evaluation and prescribed learning curriculum. Retain evidence of training and retain in candidates' records per the records retention requirement in 19 TAC §228.13(h) and §228.31(i).

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PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, attendance logs, and published information were reviewed for evidence the EPP requires 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 do not meet requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
Evidence: Logs for all five candidates were reviewed and confirmed to meet the required number of hours for FBE; however, the logs were not verified, and written reflections were not available.

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates demonstrate completion of field-based experiences as required in 19 TAC §228.43 by May 15, 2025.

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

Revise the FBE requirements and process to ensure candidates include reflections of their experiences. When revising FBE requirements, ensure they meet all new requirements that became effective September 1, 2024. Retain documents that reflect completion of FBE requirements in the candidate's records per the records retention requirement.

SUPERVISED CLINICAL EXPERIENCE

Documentation in candidate records including placement documents, logs, observation records, and feedback documentation were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (g) [Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F].

FINDINGS

Five out of five candidates completed clinical teaching:

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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; and
 - A qualified and trained field supervisor; and
 - The required number and duration of formal and informal observations provided by the field supervisor; and
 - 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: For the cooperating teachers assigned to support the five candidates, there was no evidence to support that the cooperating teachers had at least three creditable years of teaching experience and were accomplished educators as shown by student learning. Evidence of EPP training for the cooperating teachers was not found. The reviewed MOU did not include a statement on qualifications of cooperating teachers. Additionally, only one of the five candidates was assigned a field supervisor who had completed the required TEA-approved field supervisor training.

3. There is sufficient evidence that candidate proficiency in 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 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)]
5. There is sufficient 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)]

Five out of five candidates completed an internship:

6. There is sufficient evidence that candidates consistently complete an internship assignment that is at least one full school year in duration with at least an average of four hours per day in the subject area of the certificate sought and is completed on an approved campus. [19 TAC §228.35(e)(2)(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.73(b) & (e)]
7. There is sufficient evidence that the EPP ensures the Intern or Probationary certificate is valid during the internship. [19 TAC §228.35(e)(2)(B)(iv)] [Effective September 1, 2024: 19 TAC §228.73(a)]
8. There is insufficient evidence that the candidates completing an internship are provided support throughout the internship experience that includes:
 - A qualified and trained mentor teacher; and
 - A qualified and trained field supervisor; and
 - The required number and duration of formal and informal observations provided by the field supervisor; and

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- Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(26), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.97, §228.101, §228.105, §228.109]

Evidence: For the mentor teachers assigned to support the five candidates, there was no evidence to support that the mentors had at least three creditable years of teaching experience and were accomplished educators as shown by student learning. Evidence of EPP training for the mentor teachers was not found. The reviewed MOU did not include a statement on qualifications of mentor teachers. Additionally, only one of the five candidates was assigned a field supervisor who had completed the required TEA-approved field supervisor training.

9. There is sufficient evidence that candidate proficiency in implementation of the standards for the certificate sought is consistently captured during the candidate's internship. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]
10. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the internship experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
11. There is sufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the campus supervisor and the field supervisor. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, by May 15, 2025.

1. **19 TAC §228.93, §228.101, §228.105, §228.107 Clinical Experience: Clinical Teaching (Candidate Support)**

Update the structure of the clinical teaching process to include: (a) verifying that cooperating teachers and field supervisors meet qualification requirements; (b) documenting training provided to cooperating teachers and field supervisors by the EPP and (c) documenting TEA-approved training for field supervisors. Retain evidence of qualifications in the candidate's records and/or EPP records per the records retention requirement.

2. **19 TAC §228.97, §228.101, §228.105, §228.109 Clinical Experience: Teacher Internship (Candidate Support)**

Update the internship structure and processes to include: (a) verifying that mentor teachers and field supervisors meet qualification requirements; (b) documenting evidence of training provided to mentor teachers and field supervisors by the EPP; and (c) documenting TEA-approved training for field supervisors. Retain evidence of requirements met in the candidate's records and/or EPP records per the records retention requirement.

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] Following are the findings:

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FINDINGS

1. There is sufficient evidence that candidates holding Intern or Probationary certificates consistently meet the requirements for the certificate recommended. [19 TAC §230, §230.36, & §230.37]
2. Candidates are consistently recommended for certificates in areas in which they are prepared by, and completed, the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]
3. There is sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230, §239, §241, & §242]
4. There is sufficient evidence that candidates consistently meet the English language proficiency requirement prior to being recommended for certification. [19 TAC §230.11(b)(5)]

CORRECTIVE ACTION REQUIRED

NONE

INTEGRITY OF DATA SUBMISSION

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

FINDINGS

1. Admission data have been reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
2. Candidates are consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]
3. Clinical experience records reported in ECOS accurately represent the related data in candidates' records. [19 TAC §229.3]
4. Observation dates and durations have not been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]

Evidence: Records for four out of five candidates had observation durations and dates that did not match the data reported in ECOS.

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 May 15, 2025.

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

Implement a process for ensuring the integrity of data submitted into ECOS that includes quality control checks to verify data accuracy. The process should include a plan for ongoing data entry.

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ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228 effective as of September 1, 2024.
- Update coursework to include that candidates admitted on or after September 1, 2024, receive instruction in the open education resources instructional materials a) included on the list of approved instructional materials maintained by the SBEC under TEC §31.022, in each subject area and grade level covered by the candidate's certification category as required under TEC, §21.044(a-1)(4). The EPP has until August 31, 2026, to finish out candidates with admission dates prior to September 1, 2024, in the legacy Chapter 228 curriculum. New curriculum requirements must be in place for candidates admitted on September 1, 2024, and after. [Effective September 1, 2024: 19 TAC §228.57(c)(10)]
- Information about [House Bill \(HB\) 1605](#) and [OER](#) is found on the TEA website.
 - •Instructional materials related to OER can be found on the [TEA website](#).
 - •Plan to attend webinars as they become available for EPPs.
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams are no longer available effective September 1, 2024. Candidates pursuing certification in these certificate areas must now be approved for the new exams 258, 257, and 331, respectively. To be certified using 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 for ensuring records are updated at least by semester and prior to recommending standard certificates.
- Implement a standardized method for clearly specifying the duration of formal observations on observation rubrics.
- Update syllabi to clearly indicate whether a class is taught by American University, Urban Teachers, or a combination of both, and detail how this is being implemented (e.g., synchronous, asynchronous, or face-to-face).
- Revise syllabi, performance assessments, and coursework to explicitly specify which TEKS and standards are being discussed and addressed.
- 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.

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- 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 14, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and/or the Texas Administrative Code.