

# 2022–2023 Continuing Approval Review Report

## University of Texas at Dallas

### INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the University of Texas-Dallas educator preparation program (EPP) on January 30, 2023. 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...”. Dr. Tonja Wissinger, Interim Dean, was identified as the program's Legal Authority. Dr. Barbara Ashmore, Backup Legal Authority, and Floyd Dorsey, Master Teacher, were identified as the primary EPP contacts for the review process. The University of Texas at Dallas was approved as an EPP on June 20, 1974. At the time of the review, the EPP was rated Not Rated-Declared State of Disaster. The risk level was Stage 3 (low). The EPP reported 89 finishers for the 2020-2021 reporting year and 82 finishers for 2021-2022.

At the time of the review, the University of Texas at Dallas was approved to certify candidates in the Teacher class. The EPP is approved to prepare and recommend candidates for certification in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes.

Per 19 TAC §228.1(c), “all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title.” The TEA administers 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 all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on January 16, 2023. Additional EPP documents, including records for 15 candidates, were submitted on January 30, 2023. 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.**

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

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Following are the areas where the EPP and/or one or more of its programs were found to exceed requirements in TAC.

### FINDING: ADVISORY COMMITTEE MEMBERSHIP

The EPP exceeds the requirements in 19 TAC §228.20 Advisory Committee by having two distinct advisory committees.

#### EVIDENCE

1. University of Texas at Dallas has a Teacher Development Center (TDC) advisory committee and a second advisory committee for the UTEACH Science, Technology, Engineering, & Math (STEM) certification program. The UTEACH advisory committee membership is tailored to advise about the needs of preparing the next generation of the STEM workforce. Evidence of advisory committee discussions concerning the preparation of the next generation of the STEM workforce was found.
2. The TDC advisory committee is working to support Teacher candidates completing the yearlong Vetted Teacher Residency Program (VTRP). EPP staff have been seeking nominees to the advisory committee with expertise to advise and guide work in the yearlong VTRP and to study the data to inform necessary curricular changes, course sequences, and create new courses to meet the needs of VTRP candidates.
3. These items were documented in the Status Report and advisory committee meeting minutes.

### FINDING: ADMISSION GPA

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

#### EVIDENCE

1. Both TDC and UTEACH require a GPA higher than the minimum to recruit and retain STEM majors. The GPA range in all files reviewed was 2.78-3.87. This requirement was also documented in the Status Report and published in the Handbook.

### GOVERNANCE (COMPONENTS 1 & 5)

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

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has not been consistently trained in its roles and responsibilities. [19 TAC §228.20(b)]

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Evidence: The program provided evidence for a UTEACH advisory committee training in the form of signed training documents for one virtual meeting on February 9, 2023, in the 2022-2023 year, but this meeting just occurred and did not correspond with the other EPP advisory committee meeting documentation provided for the review. The EPP provided the Teacher Development Center (TDC) advisory committee handbook, but there was no evidence provided that any member was trained.

3. The EPP has not established evaluative tools and processes for continuous improvement of the programs within the EPP and/or has not engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]

Evidence: Per the documents provided, EPP is in process of “overhauling” its systemic program review and evaluation process. They are working with the “Rising Texas Teachers Program” through Charles H. Butt Foundation and WestEd to pilot an electronic method of collecting observation data. The TDC and UTEACH programs also provided an EPP evaluation for 2021-2022 that was shared with advisory committee members on September 9, 2022, but did not provide any evidence of program evaluation for the previous year.

4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience for each program in the EPP. [19 TAC §228.20(g)]
6. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]

Evidence: The EPP provided the signed exit policy for one candidate at the time of dismissal, but not at the time of admission. The EPP also provided the template exit policy that will be signed by future candidates that are admitted, but no evidence was provided for the 15 candidates reviewed.

7. The EPP is approved to offer clinical teaching [19 TAC §228.10(c)]
8. The EPP has qualified instructors for all certificate categories offered. [19 TAC §228.10(d)(1)]
9. The EPP has complied with superseding state and federal law. [19 TAC §228.10(f)]
10. The EPP has consistently retained candidate and EPP records per the records retention requirements in [19 TAC §228.40(f) & §228.10(b)(2)]

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### CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by June 30, 2023:

1. 19 TAC §228.20(b) Advisory Committee Training:  
Require the TDC and UTEACH advisory committee members to be trained at one of the two advisory committee meetings each year. Retain evidence in the EPP records per the records retention requirement.
2. 19 TAC §228.20(h) Exit Policy:  
Require all candidates to review and sign the exit policy at the time of admission. Retain evidence in each candidate record per the records retention requirement.
3. 19 TAC §228.40(e) Program Evaluation:  
Require that the advisory committee evaluate the design and delivery of the EPP components based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments each year.

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### REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

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

#### FINDINGS

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

#### CORRECTIVE ACTION REQUIRED

None

### FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

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

#### FINDINGS

1. Applicants met all admission requirements prior to admission.. [19 TAC §227.17(a) or §227.15(a)(1)-(2)]
2. The formal written offer of admission was consistently found in candidates' records. [19 TAC §227.17(b)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c)]
4. The formal date of admission was not consistently included in the written offer of admission. [19 TAC §227.17(d)]

Evidence: The effective date was not on the formal offer of admission until the most recent admits. The undergraduate and ACP candidates did not have the effective date noted on their admission offer letters. Only two out of five post-baccalaureate candidates had the effective date noted on their admission offer letters.

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5. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e) or §227.15(c)]
6. Candidates were not provided coursework, training, and/or test approval prior to formal or contingency admission as required. [19 TAC §227.17(f) or §228.40(d)]

### CORRECTIVE ACTION REQUIRED

The EPP must implement the formal and/or contingency admission process(es) for all classes as required by June 30, 2023:

1. 19 TAC §227.17(d) Formal Admission Dates:  
Require the effective date of formal admission to be in the offer of formal admission letter/email sent to each candidate.

### ADMISSION REQUIREMENTS (COMPONENT 2)

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

### FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses an appropriate screening device to evaluate the applicant's appropriateness for the certificate sought. The screen is an interview scored on a rubric with levels of proficiency. [19 TAC §227.10(a)(8)]
5. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

### CORRECTIVE ACTION REQUIRED

None

### STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

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 in each certificate class offered. Following are the findings:

### FINDINGS

1. Candidates were consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]

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2. Required standards were not identified in coursework. [19 TAC §228.30]  
Evidence: The EPP submitted Core Subjects/Science of Teaching Reading (STR) EC-6 standards for review. The standards alignment charts revealed that all standards are not taught in coursework in the following areas: Theatre, Art, Music, Physical Education (PE), and Health. The Science of Teaching Reading (STR) alignment chart was not provided. The EPP stated in the Status Report that 18% of TDC candidates are not passing the STR. The EPP is working toward modifying coursework based on candidate data. Vertical and horizontal alignment is to be complete by May 25, 2023, for a Fall 2023 implementation.
3. Evidence of performance-based assessments was missing, and the assessments provided were not aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]  
Evidence: The EPP submitted an STR TExES exam sample response to a constructed response as an example of a performance-based assessment and rubric aligned to kindergarten & first grade standards. The EPP also provided an STR assessment and STR representative exam administrator manual with a constructed response assessment that appeared to be a TEA practice exam from the exam booklet.

### 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 §228.30, §228.35, and §228.40 by June 30, 2023.

1. 19 TAC §228.30(a) Standards-based Curriculum:  
Revise coursework provided to all candidates in all certificate categories to ensure all applicable standards are taught. Since Core Subjects/STR EC-6 was the content area reviewed in the undergraduate route, provide the following to demonstrate an aligned curriculum: Completed standards alignment charts for all standards required for coursework provided to candidates pursuing the Core Subjects w/STR EC-6 certificate. Also, provide a completed Scope and Sequence depicting the courses and requirements for the Core Subjects /STR EC-6 certificate.
2. 19 TAC §228.35(a)(2) & §228.40(a) Candidate Assessment:  
Develop and implement structured assessments for candidates throughout coursework. Assessments of candidate mastery of skills standards require a performance assessment with an aligned rubric.

### REQUIRED CURRICULUM TOPICS (COMPONENT 3)

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

### FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates by an approved provider. [19 TAC §228.30(c)(3)]

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4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas were apparent in the coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in the coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]  
Evidence: TDC candidates only receive instruction in the framework for teacher evaluation. UTEACH has amended the syllabus for NATS 3334 Classroom Interactions to include both the framework for teacher and principal evaluation for candidates in the Spring of 2023 and beyond, but current candidates did not receive training in both topics.
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were provided to candidates. [19 TAC §228.30(c)(8)]
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices were provided to candidates. [19 TAC §228.30(c)(9)]

### CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by June 30, 2023:

1. 19 TAC §228.30(c)(6) Teacher & Principal Evaluation Framework:  
Require all candidates in all programs to receive training in the Teacher and Principal Evaluation framework.

### PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents, other candidate 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). Following are the findings:

### FINDINGS

1. There is insufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]  
Evidence: Of the 11 candidates that should have had FBEs, it was noted that one UG and three ACP candidates completed FBEs in only one setting, and evidence was not provided for one PB candidate. Five of the 11 candidates completed only one reflection.
2. FBE assignments and/or activities consistently meet the requirements for completing FBE. [19 TAC §228.35(e)(1)]
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]

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4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in all of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

### 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 §228.35(b) and §228.35(e)(1) by June 30, 2023:

1. 19 TAC §228.35(e)(1) FBE Settings:  
Require candidates to complete FBEs in a variety of settings. Require the teacher observed to verify with a dated signature that FBEs were completed. Require each candidate to write reflections of FBEs completed. Retain evidence of FBEs completed and reflections in each candidate's record.

### SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

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

### FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A)]
3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)]
4. Candidates were consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.2(14)]  
Evidence: In six out of eight files reviewed that reached the point of clinical teaching, the cooperating teachers assigned to candidates that started clinical teaching the EPP provided evidence of a district/campus administrator signature on a document verifying qualifications.
6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14)]  
Evidence: The EPP provided evidence of training in the form of sign-in sheets for four out of eight cooperating teachers assigned to candidates completing clinical teaching.
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
8. There was sufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]

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9. Training was not consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]  
Evidence: In the UG program, one out of three field supervisors assigned to candidates had evidence of local training. All three had statewide field supervisor training or current T-TESS certification. In the ACP program, two out of three field supervisors assigned to candidates had local training and only one had current T-TESS certification. The other two had outdated T-TESS certification. In the PB program, one out of two field supervisors assigned to candidates had statewide field supervisor training and local training. The other only had statewide field supervisor training.
10. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g)]
11. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]
12. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
13. Field supervisors consistently capture educational practices observed and/or evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g) & §228.35(e)(2)(A)(iii)]
14. There is sufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]

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### 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 as required in 19 TAC §228.35(e) by June 30, 2023:

1. 19 TAC §228.2(14) Qualifications of Cooperating Teachers:  
Require all cooperating teachers to have 3 or more years of teaching experience; be an accomplished educator as shown by student learning; and be certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification. Retain evidence in each candidate's record.
2. 19 TAC §228.35(f); 19 TAC §228.2(14) Cooperating Teacher Training:  
Require all Cooperating Teachers assigned to clinical teachers to be trained within 3 weeks of assignment to the clinical teacher. Retain evidence in each candidate's record.
3. 19 TAC §228.35 Field Supervisor Training:  
Require all field supervisors assigned to candidates to complete local training and TEA-approved training or hold current T-TESS certification. Retain evidence of each training completed in candidate records.

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### EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

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

#### FINDINGS

1. There is sufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
2. There is sufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g)]
3. There is sufficient evidence that the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g)]

#### CORRECTIVE ACTION REQUIRED

None

### CERTIFICATION (COMPONENT 8)

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

#### CORRECTIVE ACTION REQUIRED

None

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### INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

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. Candidates were consistently identified as enrolled in the area in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were reported as detailed in observation documents. [19 TAC §229.3 & §229.4]
4. There was supporting documentation for the observations reported. [19 TAC §229.3 & §229.4]

#### CORRECTIVE ACTION REQUIRED

None

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

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

#### FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
  - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
  - reduces barriers in instruction;
  - provides appropriate accommodations, supports, and challenges; and
  - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]

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4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
  - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
  - reduce barriers in instruction;
  - provide appropriate accommodations, supports, and challenges; and
  - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9) & §228.35(e)(2)(A)(3)]
5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

### CORRECTIVE ACTION REQUIRED

None

### RECOMMENDATIONS

- Update the complaints process on file with TEA removing staff no longer employed with the EPP.
- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of the 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 the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the education specialist assigned to the program.

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### SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 pm on June 30, 2023.

**I, the legal authority for the University of Texas at Dallas, have reviewed the contents of the Report and agree that all required corrections will be complete by June 30, 2023.**

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Signature of Legal Authority

Date

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Printed Name of Legal Authority

Date