

2024–2025 Continuing Approval Review Report

The University of Texas at Arlington EPP

INTRODUCTION

Texas Education Agency (TEA) Education Specialists, Jennifer Gonzalez and Keena Sandlin, and Director, Lorrie Ayers, conducted a five-year Continuing Approval Review of the University of Texas at Arlington (UTA) educator preparation program (EPP) on March 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...". Ann Cavallo, Dean ad-interim and Assistant Vice Provost and Director, was identified as the program Legal Authority, and Robin Jocius, Associate Dean for Academic Affairs, was the primary EPP contact for the review process. The University of Texas at Arlington EPP was approved by the State Board for Educator Certification (SBEC) on February 10, 1973. 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 648 finishers for the 2022-2023 reporting year and 446 finishers for 2023-2024.

At the time of the review, the UTA EPP was approved to prepare and recommend candidates for certification in the Teacher class in the undergraduate (U), post-baccalaureate (PB) and alternative certification (ALT) route. The EPP was also approved to prepare and recommend candidates for certification in the Principal class in PB and ALT routes, and the Reading Specialist class in the PB route. The Teacher ALT program is new for 2024-2025 and had no finishers therefore it was not included in the review.

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 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 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 December 17, 2024. Additional EPP documents, including records for five candidates 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" was provided to EPP staff regarding important new information and reminders.

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

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

FINDING: PRACTICUM HOURS

The EPP exceeds requirements in 19 TAC §228.35(8) [Effective September 1, 2024: 19 TAC §228.61(c)] by providing a practicum that is more than the required 160 hours for candidates seeking certification in classes other than the Teacher class.

EVIDENCE

1. Based on the reviewed finisher records, Reading Specialist candidates logged between 241 and 519 hours, while Principal candidates logged between 245 and 453 hours for their practicum experience. All records reviewed exceeded the required 160 hours.

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 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 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 consistently retained candidate and EPP records per the records retention requirement. [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]

CORRECTIVE ACTION REQUIRED

None.

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 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 informed applicants in all programs about
 - the EPP performance over time for the past five years; and
5. The EPP has not informed applicants in all programs about
 - the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A) & (B)]

Evidence: The EPP has informed teacher applicants about the impact of supply and demand on the educator workforce through the teacher application for admission. However, this information was not posted on the EPP website, and it was not made available to Principal or Reading Specialist applicants.

6. 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 July 7, 2025.

1. **[19 TAC §227.1(c)(3)(B)] Notifications: EPP and Program Information**
Update the EPP website to inform Principal and Reading Specialist applicants about the effect of supply and demand on the educator workforce and/or add this information to the Principal and Reading Specialist admission applications.

ADMISSION REQUIREMENTS

Candidate records including applications, transcripts, and screening rubrics, and the Educator Certification Online System (ECOS) were reviewed to verify 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 that 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 that 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 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), §241.5(c)]
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

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: Admission records were created in ECOS within the 7-day timeline for 4 out of 10 teacher candidates, 6 out of 10 principal candidates, and 2 out of 5 reading specialist candidates.
3. 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 July 7, 2025.

1. **[19 TAC §227.17(e)] Formal Admission**

Update the formal admission process to ensure that admission records are created in ECOS within 7 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, were reviewed as evidence the EPP provides the required standards-based coursework. Evidence was reviewed for the CORE Subjects EC-6 as a focus area representative of 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 (Teacher programs); and
 - Pre-Kindergarten Guidelines (Teacher programs, as applicable); 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. 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 insufficient 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)]
Evidence: There was no evidence that the coursework provided to candidates in the Principal and Reading Specialist programs is performance-based or offers opportunities for candidates to practice relevant skills.
5. Coursework and training are offered partially or fully online for one or more programs. The online training meets the criteria set for quality assurance with the following:
 - 19 TAC Part 1, Chapter 4, Subchapter P (relating to approval of Distance Education Courses and Programs for Public Institutions)

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 §228.57(b) by July 7, 2025.

1. **[19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57(b)] Standards-Based Curriculum**
Review and revise the curriculum for reading specialists and principal candidates to ensure it is performance-based, aligned with standards, and includes opportunities for practice and feedback.

REQUIRED CURRICULUM TOPICS

Syllabi, transcripts, 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 sufficient 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)]
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: Reviewed records show that 1 out of 10 teacher candidates, none of the 10 Principal candidates and 5 Reading Specialist candidates received instruction in Mental Health, Substance Abuse, and Youth Suicide.
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.
5. There is insufficient evidence that candidates in all programs receive instruction in:
 - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]
Evidence: Instruction on the framework for teacher evaluation was found in all programs and routes. However, there was no evidence that candidates in the Teacher or Reading Specialist programs received instruction on the framework for principal evaluation.
6. There is insufficient evidence that candidates in all programs receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
Evidence: There was evidence that candidates in the Principal and Reading Specialist programs complete a module on digital literacy; however, there is insufficient evidence that it covers virtual instruction and virtual learning. Teacher candidates complete a digital literacy assessment, but there is no evidence of instruction for any Teacher candidates.
7. The Digital Literacy evaluation, and the related prescribed curriculum, has 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: There was no evidence that a related prescribed curriculum was provided to any candidate in the program.
8. 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)]

9. There is sufficient evidence that the EPP integrates inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for candidates in all programs as required under TEC §21.0443(b)(1)-(2). [19 TAC §228.11(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
10. There is sufficient evidence that Teacher candidates receive reading instruction, including instruction that improves students' content-area literacy. [19 TAC §228.30(d)(2)] [Effective September 1, 2024: 19 TAC §228.57(d)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by July 7, 2025.

1. **[19 TAC §228.30(c)(3) / TEC§21.044(c-1)] [Effective September 1, 2024, 19 TAC §228.57(c)(3)]**
Update coursework to ensure that training in Mental Health, Substance Abuse, and Youth Suicide is provided to candidates in all programs. Training should adhere to best practices recognized by SAMHSA, SPRC, or be provided by an approved provider.
2. **[19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]**
Update the coursework for teacher and reading specialist candidates to include instruction on the framework for principal evaluation.
3. **[19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8), TEC§21.044(c-2)]**
Update coursework to ensure that all candidates in all programs receive the required instruction in digital learning, virtual instruction, and virtual learning including a Digital Literacy evaluation and the related prescribed curriculum.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, degree plans, benchmark documents and candidates' records 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 field-based experiences (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: In the Undergraduate Teacher route, 3 out of 5 records reflected FBEs that were not completed in a variety of settings, 3 out of 5 records did not specify whether the experiences were observational or interactive, and 1 out of 5 records lacked evidence of completion of at least 30 hours 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 July 7, 2025.

1. **[19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]**
Update the structure of pre-service requirements to ensure that FBE hours are conducted in more than one setting, clearly distinguish between observational and interactive experiences, and provide evidence of the required 50 hours.

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].

FINDINGS

Each of the 10 Teacher candidates completed clinical teaching:

1. There is insufficient 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. There is no evidence 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]
Evidence: The records for the 10 Teacher candidates in the U and PB routes did not contain documentation, such as clinical teaching logs, verifying the number of hours. Additionally, there was no evidence that the clinical teaching structure allowed for co-teaching and increased classroom responsibility.
2. There is insufficient evidence that the candidates completing clinical teaching are provided support throughout the clinical teaching experience that includes:
 - A qualified and trained cooperating teacher.
 - A qualified and trained field supervisor.
 - The required number and duration of formal and informal observations provided by the field supervisor.

- Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(14), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.93, §228.101, §228.105, §228.107]

Evidence: For candidates in the U route, 3 out of 5 records did not include evidence that the cooperating teacher had demonstrated accomplishment as shown by student learning, all 5 records lacked evidence of cooperating teacher training, and 3 out of 5 field supervisors did not provide evidence of accomplishment as shown by student learning. In the PB route, 3 out of 5 records did not provide evidence of accomplishment as shown by student learning for cooperating teachers, and all 5 records lacked evidence of accomplishment of field supervisors.

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)]

15 of 15 candidates in non-teacher programs completed a practicum:

1. 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]
2. There is insufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:
 - 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: In the Principal program, 4 out of 10 records did not have evidence the site supervisor was accomplished as an educator as shown by student learning, and 3 out of 10 records did not have evidence the field supervisor was accomplished as an educator as shown by student learning. For Reading Specialist candidates, all site supervisors and field supervisors lacked evidence of accomplishment as shown by student learning.

3. There is insufficient evidence that candidate proficiency in 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: In the Principal program, 3 out of 10 candidates had documented observations on non-standards-based activities. Additionally, for 5 out of 10 candidates, evidence the candidates demonstrated proficiency in the standards was not captured during field supervision.

4. The EPP has not integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the practicum experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
5. There is sufficient 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)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP by July 7, 2025.

1. **[19 TAC §228.35(e)(2)(A) -(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.67]:**
Update the structure of the clinical teaching assignment to include logs that verify the number of hours completed, with hours verified by the cooperating teacher. The clinical experience structure should provide evidence that it allows for co-teaching and increased responsibility.
2. **[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]:**
Update the structure of the clinical experience to ensure that all cooperating teachers and field supervisors provide evidence of student achievement. Update the structure of the experience to ensure that cooperating teachers are trained by the EPP on their responsibilities including coaching and mentoring.
3. **19 TAC §228.11(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]**
Update the clinical experience process to include capturing candidate proficiency in the requirements in Texas Education Code (TEC), §21.0443(b)(1) and (2).

CERTIFICATION REQUIREMENTS

Candidate records including transcripts, degree plans, and 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, & §242]
3. There is sufficient evidence that candidates consistently meet the English language proficiency requirement prior to being recommended for certification. [19 TAC §230.11(b)(5)]

CORRECTIVE ACTION REQUIRED

None.

INTEGRITY OF DATA SUBMISSION

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidates' records. 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: In the PB Teacher program, 4 out of 5 candidates did not have admission data accurately reported in ECOS. For Reading Specialists, 3 out of 5 candidates did not have accurate admission data reported 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 do not accurately represent the related data in candidates' records. [19 TAC §229.3]
Evidence: For Principal candidates, 5 out of 10 did not have practicum experience data that was accurate as reported in ECOS. For Reading Specialist candidates, 4 out of 5 did not have practicum experience data that was accurate as reported in ECOS.
4. Observation dates and durations have not been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]
Evidence: For Teacher candidates in the U route, 2 out of 5 were missing one observation record in ECOS, and 2 out of 5 had observation record dates and durations that did not match records reported in ECOS. In the Teacher PB route, 1 out of 5 candidates was missing an observation record in ECOS. None of the Principal or Reading Specialist candidates' observation records matched the observation data that was 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 July 7, 2025.

1. [19 TAC §229.3 & §229.4]
Establish a process for reporting data in ECOS that ensures all required data is reported continuously and accurately, as it correlates with EPP and candidate records, including processes for reporting admission data, enrollment data, clinical experience data, and observation data.

ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228 effective as of September 1, 2024.
- Include instruction on using Open Education Resources (OER) materials in your coursework for all candidates. Follow TEA's weekly EPP newsletter for professional development opportunities on OER.

- Update the structure of your clinical experience to include the correct number of informal observations for all candidates as indicated in 19 TAC §228.63 & §228.81.
- 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 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.
- Clearly specify which standards are being assessed with each performance-based assessment.
- Revise syllabi to clearly indicate the standards being taught in the course and how students are being assessed.
- Integrate compliance topics such as mental health, dyslexia, and OER into coursework to ensure it accurately reflects the real-world experiences students will encounter in the field.
- Update existing training for field supervisors to focus more on capturing educational practices and establishing a consistent approach to ensure all candidates receive comprehensive and constructive guidance.
- Revise requirements and related training manuals and materials to ensure that all candidates are observed participating in standards-based activities during formal observations.
- 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.

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- Continue to maintain communication with the TEA education specialist assigned to the program.

CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action, received at TEA on July 3, 2025, has been reviewed by TEA staff and meets requirements for compliance with Texas Education Code and/or Texas Administrative Code.