

2024–2025 Continuing Approval Review Report

University of Texas at El Paso

INTRODUCTION

Texas Education Agency (TEA) Education Specialists Vanessa Alba, Rebecca Bunting, and Jennifer Gonzalez conducted a five-year Continuing Approval Review of The University of Texas at El Paso (UTEP) educator preparation program (EPP) from May 5-19, 2025. Per 19 Texas Administrative Code (TAC) §228.13(a), “an educator preparation program (EPP) ...shall be reviewed at least once every five years...”. Dr. Clifton Tanabe, Dean of the College of Education, was identified as the program's Legal Authority, and Dr. Joyce Asing-Cashman, Assistant Dean, was the primary EPP contact for the review process. The University of Texas at El Paso EPP was approved by the State Board for Educator Certification (SBEC) on January 8, 1972. 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 2 (medium). At the time of the review, the EPP was rated Accredited. The EPP reported 343 finishers for the 2022-2023 reporting year and 362 finishers for 2023-2024.

At the time of the review, UTEP EPP was approved to prepare and recommend candidates for certification in the Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes, in the undergraduate (U), post-baccalaureate (PB), alternative certification (ALT), and residency (R) routes.

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 classes and certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and the 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 April 19, 2025. Additional EPP documents, including records for 44 candidates from each active program, were submitted by the EPP on May 2, 2025. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

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

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

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

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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.

The following are the findings of the review.

GOVERNANCE

Oversight of the EPP and ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. The 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
 - meets at least once per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
2. The EPP has not established an advisory committee that
 - 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. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]

Evidence: In the advisory committee meeting minutes and agendas provided for review, the membership was composed of 11 members: the chair, two EPP representatives, and eight business and community members.
3. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
Evidence: In the School Counselor, Educational Diagnostician, and Reading Specialist programs, the candidates did not sign the exit policy at admission.
4. 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 from the Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist programs were not available for review, including the signed exit policy, admission screens, 10% exception evidence, evidence of qualifications and training of cooperating teachers, mentors, site supervisors, and field supervisors, pre- & post-observation conferences, proficiency in the practicum, site supervisor & field supervisor recommendations for standard certification, and certificates of completion of required trainings, as applicable.

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CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by 5:00 PM CST on September 26, 2025:

1. 19 TAC §228.25(b) Governance: Advisory Committee

Ensure diversity in membership by including members representative of at least three of the identified groups, including 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. Retain evidence of advisory committee activity, including minutes and member sign-in sheets, in EPP records per the records retention requirement.

2. 19 TAC §228.31(b) Exit Policy [School Counselor, Educational Diagnostician, and Reading Specialist Programs]

Update and implement an exit policy that all candidates review and sign upon admission. The exit policy must be published. Retain the signed documents in the candidate's records per the records retention requirement. The exit policy must meet new requirements effective 9/1/2024 and must identify a point of dismissal for inactive candidates after no more than two years of inactivity, or, as a university-based EPP, you may adopt your institution's policy. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.

3. 19 TAC §228.31(i) & §228.13(h) Records Retention

Update and implement a records retention process to retain records relating to candidate admission and completion of preparation requirements for at least five years from the date the candidate leaves the program or finishes the program. The records retention method must ensure information security.

REQUIRED NOTIFICATIONS

Candidate records, the EPP website, and candidate handbooks were reviewed for evidence that the EPP has communicated the required notifications to applicants and candidates. The following are the findings:

FINDINGS

1. The EPP has informed applicants to all programs about the required criminal history background checks for clinical teaching and 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 and completion requirements for each program within 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
 - the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A) & (B)]
5. The EPP has published a complaints process that includes a link to the TEA complaints process. [19 TAC §228.70(b)] [Effective September 1, 2024: 19 TAC §228.123 (a)-(d)]

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CORRECTIVE ACTION REQUIRED

None

ADMISSION REQUIREMENTS

Candidate records, including applications, transcripts, and screening rubrics, were reviewed to verify that the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, 241, and 242. The following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(1) & (2)]
2. There is insufficient evidence that 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)(B)]
Evidence: In the Principal program, a candidate was admitted with less than a 2.5 GPA. The GRE was not required, and there was no evidence of an extraordinary circumstance to support the admission. The EPP only provided documentation that the candidate was asked to raise the GPA within the first nine hours of coursework.
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 do not consistently participate in one or more admission screens to evaluate the candidate's appropriateness for the certificate sought. There is insufficient evidence that screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8), §241.5(c), and §242.5(c)]
Evidence: In the Principal and Superintendent programs, the EPP requires only one screen, an interview scored on a rubric with a cut score of 19-22. The EPP identified a second screen for both programs as the "application packet review" which is not a screen.
6. An approved Statement of Qualifications (SOQ) was found in the records for the candidate admitted in Career & Technology Education (CTE) areas requiring work experience and licensure. [19 TAC §227.10(d)]
7. The EPP has maintained an overall GPA of 3.0 or higher for each incoming class since the last five-year review. [19 TAC §227.19(a)]

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CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapters 227, 241, and 242 by 5:00 PM CST on September 26, 2025:

- 1. 19 TAC §227.10(a)(3)(B) Admission Requirements: Exception to Minimum GPA (10% Exception) [Principal Program]**
Establish a process for an exception to the minimum GPA of 2.5 requirement, including the defined extraordinary circumstances. Retain the documents in the candidate's records per the records retention requirement.
- 2. 19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5 Admission Requirements: Screens**
Update admissions processes for the Principal and Superintendent programs to require applicants to participate in at least two screening activities (Principal and Superintendent programs must have two or more screening activities), which could include an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Each screen must be scored using an aligned rubric based on a coherent set of criteria. Retain the documents in the candidate's records per the records retention requirement.

FORMAL ADMISSION

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

FINDINGS

1. There is insufficient 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)]
Evidence: In the School Counselor program, there was no specific date of admission on the formal offers of admission. The EPP used the date that the candidate signed the offer as the formal date of admission; however, it was not explicitly stated on the written offer.
2. The EPP inconsistently creates admission records for formally admitted candidates in the ECOS within 7 calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e) & §227.15(c)]
Evidence: In the Superintendent program, three out of five admission records were not created in the ECOS within seven calendar days of the formal date of admission.
3. Except as allowed for contingency admission, candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f)]

CORRECTIVE ACTION REQUIRED

The EPP must implement the formal admission process(es) for all classes as required by 5:00 PM CST on September 26, 2025:

- 1. 19 TAC §227.17 Formal Admission [Superintendent & School Counselor Programs]**
Update the admissions process to include formally admitting applicants. The formal process must include a written offer letter that the candidate accepts in writing. The formal date of admission must be embedded in the written offer. The admission record for the candidate must be entered into ECOS within 7 calendar days of the formal date of admission embedded in the offer letter. Retain the documents in the candidate's records per the records retention requirement.

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STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report were reviewed as evidence that the EPP provides the required standards-based coursework. Evidence was reviewed for the Core Subjects with Science of Teaching Reading (STR) EC-6 certificate area, which was evaluated as a focus area representative of the overall quality of standards-based coursework offered by the EPP. The following are the findings:

FINDINGS

1. There is sufficient evidence that candidates are consistently required to complete at least the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. The following required standards were identified in coursework:
 - The 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 sufficient evidence that the coursework provided to candidates is performance-based, providing opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. Coursework and training are offered partially or fully online for one or more programs. The online training meets the criteria set for accreditation, quality assurance, and compliance with the following:
 - 19 TAC Part 1, Chapter 2, Subchapter J (relating to approval of Distance Education Courses and Programs for Public Institutions). [19 TAC §228.35(a)(6)] [Effective September 1, 2024: 19 TAC §228.33(d)(3)]

CORRECTIVE ACTION REQUIRED

None

REQUIRED CURRICULUM TOPICS

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

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FINDINGS

1. There is insufficient evidence that 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)]
Evidence: The EPP identified that instruction in the Educator Code of Ethics is not provided to Superintendent candidates.
2. There is insufficient evidence that training in educating students with Dyslexia is consistently provided to candidates in all programs and is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
Evidence: In the Superintendent program, the EPP identified that the required instruction is not taught. In the School Counselor and Reading Specialist programs, the required instruction is taught in EDPC 5362 and RED 5341, respectively, but candidates do not receive instruction from the approved provider, TEALearn. In the Educational Diagnostician program, the required instruction is taught in EDPC 5375, but only three out of five candidates received instruction from the approved provider, TEALearn. The other two received instruction from the Region 19 Education Service Center, which is not the approved provider.
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: The EPP identified that the required instruction is not provided to candidates in the Superintendent and Reading Specialist programs.
4. There is insufficient 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)]
Evidence: In the Teacher program, candidates are instructed only in the framework for teacher evaluation in BED 4355 & ELED 4380 & ELED 4690. Instruction in the framework for principal evaluation is not provided. In the School Counselor program, the EPP identified that the framework for teacher and principal evaluation is not taught to candidates. In the Educational Diagnostician program, the EPP identified that classroom management is not taught because candidates are teachers. The EPP identified that instruction in the framework for teacher and principal evaluation is not provided to candidates in the program. In the Reading Specialist program, the EPP identified that the framework for teacher and principal evaluation is not taught.
5. There is insufficient evidence that candidates in all programs receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
6. Evidence: The EPP identified that the required instruction is not provided in the Superintendent, Educational Diagnostician, and Reading Specialist programs. For the School Counselor program, the EPP submitted the syllabus for EDPC 5369, but the reviewers did not find evidence in that syllabus that the required instruction was taught in the course. The descriptor for the course that was published on the EPP website was also reviewed but there was insufficient evidence in the descriptor to make a determination. The Digital Literacy evaluation and the related prescribed curriculum have not been

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provided to candidates in all programs. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]

Evidence: The EPP identified that the required instruction is not provided to candidates in the Superintendent, School Counselor, and Reading Specialist programs. For the Educational Diagnostician program, the EPP provided digital literacy evaluation certificates of completion for two out of five candidates, but did not provide evidence for the other three.

7. There is sufficient evidence that 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 insufficient 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)]
Evidence: In the Superintendent program, the EPP submitted syllabi for EDAD 5386/6386 and EDAD 5389, which are the practicum I & II courses, but there was no further evidence that the EPP integrates the requirements in coursework outside of the practicum experience.
9. There is sufficient evidence that Teacher candidates receive reading instruction, including instruction that improves students' content-area literacy. [19 TAC §228.30(d)(2)] [Effective September 1, 2024: 19 TAC §228.57(d)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by 5:00 PM CST on September 26, 2025:

1. **19 TAC §228.57(c)(1) & (7) Required Instruction: Ethics [Superintendent Program]**
Update coursework in the Superintendent program to include instruction in the Educator Code of Ethics (ECOE). Retain evidence in the candidate's record per the records retention requirement.
2. **19 TAC §228.57(c)(2) / TEC §21.044(b) Required Instruction: Dyslexia [Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist]**
Update coursework in the Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist programs to include instruction in Dyslexia from the TEA-approved provider, [TEALearn](#). Retain evidence in the candidate records per the records retention requirement.
3. **19 TAC §228.57(c)(3) / TEC §21.044(c-1) Required Instruction: Mental Health, Substance Abuse, & Youth Suicide [Superintendent & Reading Specialist Programs]**
Update coursework in the Superintendent & Reading Specialist programs to include instruction in mental health, substance abuse, and youth suicide. Use an approved provider, or the university may provide the training if offered in a course within a degree plan. Retain evidence in the candidate's record per the records retention requirement.
4. **19 TAC §228.57(c)(4)-(6) Required Instruction [Teacher, School Counselor, Educational Diagnostician, & Reading Specialist Programs]**
Update coursework provided to candidates in the Teacher, Counselor, Educational Diagnostician, and Reading Specialist programs to include instruction in the framework for teacher and principal evaluation. Update coursework provided to candidates in the School Counselor program to include instruction in the skills educators are required to possess, the high expectations for all students in Texas, & the importance of building strong classroom management skills. Update coursework provided

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to candidates in the Educational Diagnostician program to include instruction in the importance of building strong classroom management skills. Retain evidence in the candidate records per the records retention requirement.

5. 19 TAC §228.57(c)(8) / TEC 21.001 Required Instruction: Digital Learning, Virtual Instruction, Virtual Learning, Digital Literacy [Superintendent, School Counselor, Educational Diagnostician, & Reading Specialist Programs]

Update coursework provided to candidates in the Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist programs to include digital learning, virtual learning, and digital literacy instruction, including the digital literacy evaluation and prescribed learning curriculum. Retain evidence in the candidate's record per the records retention requirement.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, degree plans, benchmark documents, field-based experience documents in candidates' records, and published information were reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1) [Effective September 1, 2024: 19 TAC §228.41 and §228.43]. The following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete pre-service coursework and training before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]
2. There is sufficient evidence that the structure of pre-service coursework and training allows candidates to complete at least 150 hours of coursework and to demonstrate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]
3. There is 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)]
FBE assignments and activities do not meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]
Evidence: In the UG program, three out of five records reviewed reflected that 30 or more hours of FBE were completed, but all were observations. One out of five records reflected ten hours of interactive FBE and 20 hours of video. One out of five reflected 39 hours of FBE, with eight interactive hours and 26 observation hours. All five records reviewed contained reflections. In the ACP program, none of the five records reviewed contained evidence of active engagement in FBE. All five records reviewed contained evidence of 30-39 observation FBE hours. All five records reviewed contained reflections.
In the PB program, none of the five records reviewed contained evidence of active engagement in FBE. All five records reviewed contained evidence that candidates had completed 30-81 observation FBE hours. All five records reviewed contained reflections.

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CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.41, §228.43, and §228.55(a) & (c) by 5:00 PM CST on September 26, 2025:

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

Revise the FBE requirements and process to ensure candidates complete at least the required number of hours, including the required hours of active engagement, and that they meet all other requirements for FBE. Retain the documents in the candidate's records per the records retention requirement.

SUPERVISED CLINICAL EXPERIENCE

Syllabi, degree plans, and documentation in candidate records including placement documents, logs, observation records, 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

Thirteen out of 15 Teacher candidates completed clinical teaching, one candidate had not started the clinical experience yet, and the fifteenth candidate completed an internship:

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. The clinical teaching structure does not include 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: In all records reviewed, a clinical teaching structure could not be determined because logs were not retained.

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: In the UG program, two out of five records reviewed did not contain evidence that the cooperating teacher had the required experience or accomplishment as an educator. None of the five records reviewed contained evidence that the field supervisors (FS) assigned to candidates received local field supervisor training. Two out of five records reviewed did not contain evidence of educational practices observed on the observation instruments provided for review. Two out of five records reviewed did not contain evidence of informal observations and coaching. In the ACP program,

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none of the five records reviewed contained evidence that the cooperating teacher had the required experience or accomplishment as an educator. None of the five records reviewed contained evidence that the field supervisors assigned to candidates received local field supervisor training. In the PB program, none of the three records reviewed contained evidence that the cooperating teacher had the required experience or accomplishment as an educator. Two out of three records reviewed did not contain evidence that the field supervisor was an accomplished educator. None of the three records reviewed contained evidence that the field supervisors assigned to candidates received local field supervisor training.

3. There is sufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is captured during clinical teaching. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]
4. The EPP has 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)]

One out of 15 Teacher candidates completed an internship:

6. There is sufficient evidence that the candidate completed an internship assignment that was 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 was 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 candidate completing an internship was provided support throughout the internship experience that includes:
 - A qualified and trained mentor 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(26), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.97, §228.101, §228.105, §228.109]

Evidence: In the PB program, for the candidate record reviewed, there was no evidence that the mentor teacher or field supervisor assigned had evidence of experience or accomplishment as an educator. There was no evidence that the field supervisor assigned received local field supervisor training.

9. There is sufficient evidence that candidate proficiency in the 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)]

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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)]

Twenty-two out of 29 candidates in non-teacher programs completed a practicum. Four Principal ACP candidates and three PB Reading Specialist candidates had not yet started the practicum.

12. There is insufficient evidence that candidates consistently complete a practicum that is at least 160 hours in duration and is completed on an approved campus. [19 TAC §228.35(e)(8)(A)-(C) & §228.35(e)(9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.81]
Evidence: In the Principal & Superintendent programs, all candidates completed a practicum of 160 clock-hours or more, but the practicum activities were all based on the tested competencies and not the standards required for the certificate sought. In the Reading Specialist program, the EPP submitted practicum documents reflecting a 160 clock-hour practicum that met requirements for one of two candidates, and there were no records for the second candidate.
13. There is insufficient evidence that the candidates completing a practicum are provided support throughout the experience that includes:
 - a. A qualified and trained site supervisor.
 - b. A qualified and trained field supervisor.
 - c. The required number and duration of formal and informal observations provided by the field supervisor.
 - d. Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(33), §228.35(f), & §228.35(h)] [Effective September 1, 2024: 19 TAC §228.99, §228.101, §228.117]

Evidence: In the Principal program, three out of five records reviewed contained no evidence of site supervisor experience. Three out of five records reviewed contained no evidence of accomplishment. There was no evidence in the five records reviewed that the site supervisor had received training, and no evidence was provided that the field supervisors had received local training. Two out of five records reviewed contained observations that were not in thirds across the practicum. No evidence was provided in any record reviewed that informal observations & coaching were provided by the field supervisor. In the Superintendent program, in three out of five records reviewed, evidence of site supervisor certification was not provided. Site supervisor experience was self-verified in three out of five records reviewed, and no evidence was provided in the other two records reviewed. Two out of five records reviewed did not contain evidence that the site supervisor assigned was accomplished, and in one out of five records reviewed, accomplishment was self-verified. In two out of five records reviewed, the field supervisor's certification as a Superintendent was not provided. In two out of five records reviewed, evidence of field supervisor experience & accomplishment was not provided. No evidence was provided in the five records reviewed that site supervisors received training. No evidence was provided that the field supervisors received local training, and two out of five records reviewed contained no evidence of statewide field supervisor coaching training. Two out of five records reviewed did not contain evidence of formal observations conducted by the field supervisor. One out of five records reviewed contained the required observations, but they were not in thirds across the practicum. Two out of five records reviewed contained no evidence of pre- and post-observation conferences at each formal observation. None of the records reviewed contained evidence of informal

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observations & coaching. In the School Counselor program, none of the five records reviewed contained evidence that the field supervisors assigned received statewide field supervisor coaching training. Two out of five records reviewed contained evidence of formal observations totaling less than 135 minutes across the practicum. One totaled 109 minutes, and the other totaled 90 minutes. None of the five records reviewed contained evidence of informal observations & coaching. In the Educational Diagnostician program, four out of five records reviewed contained evidence that the site supervisors assigned did not have three years of experience, and none of the records reviewed contained evidence that the site supervisor assigned was accomplished. There was one field supervisor assigned to all candidates, and no evidence of accomplishment was found in the records reviewed. None of the five records reviewed contained evidence of informal observations & coaching. In the Reading Specialist program, for the two records reviewed, the EPP provided a valid Reading Specialist certificate as evidence that one out of two site supervisors assigned was certified; however, a valid certificate was not provided for the other site supervisor. There was no evidence provided to support the selection of an individual who did not meet the certification requirement. There was no evidence in the two records reviewed that the site supervisor had experience or accomplishment. There was no evidence that the site supervisors or field supervisors assigned received training from the EPP. One out of two field supervisors did not receive statewide field supervisor coaching training. There was no evidence provided for one out of two records reviewed that formal observations were conducted by the field supervisor with a pre- and post-observation conference and written feedback. Neither of the two records reviewed contained evidence of informal observations & coaching.

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

Evidence: Two out of five Superintendent records reviewed did not contain evidence that candidates demonstrated proficiency in the standards. One out of two Reading Specialist records was not provided for review.

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

Evidence: In the Superintendent program, evidence of the requirement was not found on the observation instrument.

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

Evidence: In the Superintendent program, two out of five records reviewed did not contain evidence that the field supervisor or site supervisor provided recommendations of a successful practicum. In the Reading Specialist program, one out of two records was not provided for review, and recommendations were not available for review.

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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 by 5:00 PM CST on September 26, 2025:

1. **19 TAC §228.63 & §228.67 Clinical Experience: Clinical Teaching (Structure) [Teacher UG/ACP/PB]**
Update the clinical teaching structure in the Teacher programs to require co-teaching & increased responsibility for the classroom. Retain the documents in the candidate's records per the records retention requirement.
2. **19 TAC §228.93, §228.101, §228.105, §228.107 Clinical Experience: Clinical Teaching (Candidate Support) [Teacher UG/ACP/PB]**
Update the clinical teaching structure and processes to include:
 - ensuring that cooperating teachers have the experience & accomplishment as an educator.
 - ensuring field supervisors have the required local training.
 - ensuring educational practices observed are documented for each formal observation; and
 - ensuring informal observations & ongoing coaching that are informed by written feedback on targeted skills provided during the post-observation conferences, with the opportunity to follow up on the candidate's development in the targeted skill.Retain the documents in the candidate's records per the records retention requirement.
3. **19 TAC §228.97, §228.101, §228.105, §228.109 Clinical Experience: Teacher Internship (Candidate Support) [Teacher PB]**
Update the internship structure and processes to include:
 - ensuring mentor teachers have the required evidence of experience & accomplishment as an educator.
 - ensuring field supervisors have the required evidence of experience & accomplishment as an educator.
 - ensuring field supervisors have the required local field supervisor trainingRetain the documents in the candidate's records per the records retention requirement.
4. **19 TAC §228.63 & §228.81 Clinical Experience: Non-Teacher Practicum (Structure) [Principal/Superintendent/Reading Specialist]**
Update the practicum structure and structure and processes to include:
 - A 160 clock-hour practicum where the candidate demonstrates proficiency in the educator standards for the certificate class being sought.Retain the documents in the candidate's records per the records retention requirement.
5. **19 TAC §228.99, §228.101, §228.117 Clinical Experience: Non-Teacher Practicum (Candidate Support) [All Non-Teacher]**
Update the Practicum structure and processes to include:
 - verifying that site supervisors and field supervisors meet qualification requirements and have completed the required training.
 - implementing procedures for selecting an individual who does not meet the certification category and/or experience criteria when a fully qualified individual is unavailable and documenting the reason for selecting the individual.
 - ensuring field supervisors conduct the required formal and informal observations and conduct pre- and post-conferences for each formal observation; and

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- ensuring informal observations & ongoing coaching that are informed by written feedback on targeted skills provided during the post-observation conferences, with the opportunity to follow up on the candidate's development in the targeted skill.

Retain the documents in the candidate's records per the records retention requirement.

6. 19 TAC §228.81 Clinical Experience: Non-Teacher Practicum (Candidate Proficiency) [Superintendent/Reading Specialist]

Update the Practicum structure and processes to include:

- Verifying proficiency in the standards; and
- Signed recommendations from the site supervisor and the field supervisor.

Retain the documents in the candidate's records per the records retention requirement.

CERTIFICATION REQUIREMENTS

Candidate records, including transcripts, degree plans, completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13]

Following are the findings:

FINDINGS

1. There is sufficient evidence that the candidate who held a Probationary certificate met the requirements for the certificate recommended. [19 TAC §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 insufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §228.33(c), §230, & §241.]
Evidence: In the Principal program, one out of two candidates who were identified as finishers and standard certified were still in the process of completing the practicum when the master's degree was conferred. Another candidate, identified as a finisher but not yet standard certified, was still in the process of completing the practicum when the master's degree was conferred.
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

The EPP must implement processes to verify candidates qualify for certification prior to recommending certificates as required in [19 TAC §230, & §241 by 5:00 PM CST on September 26, 2025:

1. 19 TAC §228.33(c) Coursework & Training: Coursework Completion

Update the standard certificate recommendation process to include reviewing that candidates have completed all coursework and clinical teaching or practicum requirements, and that a degree has been conferred before recommending the standard certificate. Retain evidence in the candidate's record per the records retention requirement.

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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 Principal program, two out of five admission dates reported did not correspond to admission dates in candidates' records. In the Reading Specialist program, four out of five admission dates reported did not correspond to admission dates in candidates' records.
2. Candidates are not consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]
Evidence: In the Superintendent program, all five PB records reviewed are actually ACP because the candidates already held a master's degree and were not pursuing an additional master's degree or PhD prior to standard certification.
3. Clinical experience records reported in ECOS do not accurately represent the related data in candidates' records. [19 TAC §229.3]
Evidence: Two out of five Superintendent records reviewed and one out of two Reading Specialist records reviewed did not have clinical experience records, even though they completed the clinical experience.
4. Observation dates and durations have not been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]
Evidence: In the Teacher program, two out of five UG observations were reported with dates & times that did not correspond to the data in records, and one out of five candidates did not have observations reported. In the ACP Teacher program, one out of five records reviewed contained observations that were inaccurately reported, and four out of five records could not be verified because the observation documents were missing dates or times related to the observation. In the Principal program, one out of five records reviewed contained an observation duration total that differed from the total duration that was reported in ECOS, and one out of five records reviewed contained one observation date that did not correspond to the observation reported. In the School Counselor program, the EPP did not report observations for School Counselor candidates. In the Reading Specialist program, one out of two candidate observation records was not provided for review or reported.

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 5:00 PM CST on September 26, 2025:

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

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

ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228, effective as of September 1, 2024.
- Update the TAC for the EPP Complaints Policy that is posted on the EPP website to reflect the updated citation, 19 TAC §228.123.
- Consider adding the exit policy to the formal offer of admission that candidates sign upon admission for the School Counselor, Educational Diagnostician, and Reading Specialist programs, similar to the process for other programs, to standardize the requirement.
- 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 update records in ECOS as they occur throughout the year. Set short-term goals for ensuring records are updated at least by semester and prior to recommending standard certificates.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- More clearly identify the date of admission on all formal offers of admission to include the first date of the semester when classes start, rather than identifying it as the “fall” or “spring” of the year admitted.
- Consider conducting an internal curriculum alignment audit for all programs and certificates offered to ensure that the EPP has an aligned standards-based curriculum for each certificate offered.
- 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.

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- 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 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 September 25, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and the Texas Administrative Code.