

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

INTRODUCTION

Texas Education Agency (TEA) Education Specialist Keena Sandlin and Systems Analyst David Campbell conducted a five-year Continuing Approval Review (CAR) of the West Texas A&M University (WTAMU) educator preparation program (EPP) on March 24-28, 2025. Per 19 Texas Administrative Code (TAC) §228.13(a), "an educator preparation program (EPP) ...shall be reviewed at least once every five years...". The review was completed as part of the CAR Pilot facilitated by Teacher Preparation Inspection-US (TPI-US) as allowed in 19 TAC §228.13(g). Dr. Betty Coneway, Dean, was the EPP Legal Authority, and Dr. Crystal Hughes, Director of Teacher Preparation, was the primary EPP contact for the review process. The WTAMU EPP was approved by the State Board for Educator Certification (SBEC) on December 18, 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 3 (Low). At the time of the review, the EPP was rated Accredited. The EPP reported 221 finishers for the 2022-2023 reporting year and 201 finishers for 2023-2024.

At the time of the review, the WTAMU EPP was approved to prepare and recommend candidates for certification in the Teacher, Principal, School Counselor, Educational Diagnostician, Reading Specialist, and Superintendent classes in the undergraduate, post-baccalaureate, and alternative certification routes. All programs were active and were 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, TPI-US, and EPP staff worked collaboratively on-site at the EPP. For the purpose of the pilot, the findings and recommendations from the TPI-US review were issued in a separate report.

The scope of the compliance portion of the review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification classes and certification route offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance based on review data, performance indicators identified in 19 TAC §229.4, and data collected by the TPI-US review team.

Information concerning compliance with TAC governing EPPs was collected from a variety of sources:

- EPP documents, including records for five candidates from the active certificate class and route.
- Interviews with EPP staff members.
- Data collected by the TPI-US review team.

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.

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

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.

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

GOVERNANCE

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

FINDINGS

1. The EPP has established an advisory committee that
 - provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP; and
 - is composed of a variety of collaborators, including representation from at least 3 of these areas: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and
 - meets at least one time per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]
2. The EPP has published an exit policy, but it is not reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]
Evidence: The exit policy was published on the EPP website, but it was not reviewed, signed, and dated at admission for all candidates reviewed.
3. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]
Evidence: Three out of five Principal candidate records were missing recommendations from field and site supervisors. Four out of five Superintendent candidate records were missing the recommendation from a field supervisor. Three out of five Teacher ACP candidate records did not include the admission screen, or the scoring rubric used in the formal admissions process. Additionally, two out of five School Counselor candidate records did not include the admission screen and scoring rubric used during the formal admissions process.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by July 28, 2025:

1. **19 TAC §228.31(b)] Exit Policy**
Develop and implement a process for all applicants in each program to review, sign, and date the exit policy.
2. **19 TAC §228.13(h) & §228.31(i) Records Retention**
Update and implement a records retention process to retain all records related to candidate admission, including screens and scored rubrics for the Teacher ACP and School Counselor programs.

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

Additionally, retain all completion records, including supervisor recommendations for standard certification in the Principal and Superintendent programs.

REQUIRED NOTIFICATIONS

Candidate records, the EPP website, 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
 - 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)]

CORRECTIVE ACTION REQUIRED

None

ADMISSION REQUIREMENTS

Candidate records including applications, transcripts, screening rubrics, and information collected from staff interviews were reviewed to verify the EPP qualifies applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(2)]
2. There is sufficient evidence that the EPP requires applicants to meet the minimum 2.50 GPA requirement or meet requirements for the 10% exception to the GPA requirement. [19 TAC §227.10(a)(3)]
3. There is sufficient evidence that the EPP requires applicants to meet the requirement for subject-specific semester credit hours or have a passing score on the appropriate pre-admission content test (TX PACT) at admission. [19 TAC §227.10(a)(4)]

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

4. Candidates consistently demonstrate English language proficiency prior to admission. [19 TAC §227.10(a)(7)]
5. Candidates consistently participate in one or more admission screen(s) to evaluate the candidate's appropriateness for the certificate sought. There is sufficient evidence that screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8)]
6. The EPP has maintained an overall GPA of 3.0 or higher for each incoming class since the last five-year review. [19 TAC §227.19(a)]

CORRECTIVE ACTION REQUIRED

None

FORMAL & CONTINGENCY ADMISSION

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and 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. Three out of five Teacher ACP candidates reviewed were contingently admitted. [19 TAC §227.15(a) & (b)]
3. The EPP consistently 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)]
4. Candidates are not provided coursework, training, or test approval prior to admission. [19 TAC §227.17(f) & §227.15(e)]

CORRECTIVE ACTION REQUIRED

None

STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, published degree plans, standards alignment charts, and information collected through interviews with EPP staff 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:

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

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 the 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
 - The skills and competencies captured in the Texas teacher standards. [19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57]
3. There is sufficient evidence that the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
4. There is sufficient evidence the coursework provided to candidates includes performance tasks that provide 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 met the criteria set for accreditation, quality assurance, and/or compliance with at least one of the following:
 - 19 TAC Part 1, Chapter 2, Subchapter J, Rule §2.204 of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or

CORRECTIVE ACTION REQUIRED

None

REQUIRED CURRICULUM TOPICS

Syllabi, published degree plans, transcripts, certificates of completion in candidate records, and information collected through interviews with EPP staff 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 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)]
2. There is sufficient evidence that training in educating students with Dyslexia is consistently provided to candidates and is provided by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]
3. There is insufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

Evidence: All Teacher ACP candidate records and course syllabi lacked evidence of instruction in mental health, substance abuse, and youth suicide. Additionally, course syllabi for the Teacher undergraduate program did not specify the provider used for this topic.

4. There is sufficient evidence that candidates 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 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: All Teacher ACP candidate records and course syllabi lacked evidence of instruction in the Texas framework for teacher and principal evaluation. Additionally, there was no evidence of principal evaluation framework instruction for candidates in the Teacher undergraduate program and the Educational Diagnostician program.

6. There is sufficient evidence that candidates receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
7. The Digital Literacy evaluation, and the related prescribed curriculum, has been provided to candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
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 the coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by June 28, 2025.

1. **19 TAC §228.57(c)(3) Required Instruction: Mental Health**
Revise coursework for Teacher candidates to receive instruction in mental health, substance abuse, and youth suicide utilizing TEA-approved resources or providers or university coursework as part of a degree plan.
2. **19 TAC §228.57(c)(6) Required Instruction: Evaluation Framework**
Revise coursework for all Teacher and Educational Diagnostician candidates to receive instruction in both the teacher and the principal evaluation frameworks.

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, degree plans, information collected in interviews with staff, 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) [Effective September 1, 2024: 19 TAC §228.41 and §228.43]. Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete pre-service coursework and training before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]
2. There is sufficient evidence that the structure of pre-service coursework and training allows candidates to complete at least 150 hours of coursework and to demonstrate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]
3. There is sufficient evidence that candidates consistently complete the required number of hours of FBE during pre-service coursework and training. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(1) & §228.43(c)-(d)]
4. FBE assignments and activities met requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]

CORRECTIVE ACTION REQUIRED

None

SUPERVISED CLINICAL EXPERIENCE

Syllabi, degree plans, information gathered through staff interviews, and documentation in candidate records including placement documents, Statements of Eligibility (SOE), 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)-(g) [Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F].

FINDINGS

Five of five Teacher candidates completed clinical teaching:

1. There is sufficient evidence that the candidates consistently complete a clinical teaching assignment that is at least 70 days (490 hours) in duration and is completed in the subject area of the certificate sought on an approved campus. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.67]
2. There is sufficient evidence that the candidates completing clinical teaching are provided support throughout the clinical teaching experience that includes:

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

- 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]
3. There is sufficient evidence that candidate proficiency in implementation of the standards for the certificate sought is captured during clinical teaching. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]
 4. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the clinical teaching experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
 5. There is sufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the cooperating teacher and the field supervisor. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]

Five of five Teacher candidates completed an internship:

6. There is sufficient evidence that candidates consistently complete an internship assignment that is at least one full school year in duration with at least an average of four hours per day in the subject area of the certificate sought and is completed on an approved campus. [19 TAC §228.35(e)(2)(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.73(b) & (e)]
7. There is sufficient evidence that the EPP ensures the Intern or Probationary certificate is valid during the internship. [19 TAC §228.35(e)(2)(B)(iv)] [Effective September 1, 2024: 19 TAC §228.73(a)]
8. There is sufficient evidence that the candidates completing an internship are 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]
9. There is sufficient evidence that candidate proficiency in implementation of the standards for the certificate sought is consistently captured during the candidate's internship. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]
10. The EPP has integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the internship experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]
11. There is sufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the campus supervisor and the field supervisor. [19 TAC §228.35(e)(2)(B)(ix)] [Effective September 1, 2024: 19 TAC §228.73(j)]

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

20 of 20 candidates in the non-teacher programs completed a 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: Practicum logs for all candidates in the Principal, Superintendent, School Counselor, and Educational Diagnostician programs inconsistently reflected campus and district information. Additionally, three out of five Principal candidate logs did not provide evidence that 160 hours were completed during their practicum.
13. There is sufficient 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]
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: All candidate records in the Educational Diagnostician and School Counselor programs contained completed observation instruments, but field supervisors inconsistently captured the candidates' proficiency levels during the observed activity.
15. The EPP has 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)]
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: Three out of five Principal candidate records did not contain site supervisor recommendations for standard certification. Additionally, three out of five Principal candidate records and four out of five Superintendent candidate records did not contain field supervisor recommendations.

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 28, 2025.

1. **19 TAC §228.63 & §228.81 Clinical Experience: Non-Teacher Practicum (Structure)**

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

Update the structure and tools for non-teacher practicums to ensure that all programs include a placement at an approved site, and an accountability structure to ensure all Principal candidates complete at least 160 clock hours.

2. **19 TAC §228.81 Clinical Experience: Non-Teacher Practicum (Candidate Proficiency)**
Update the structure of the practicum and the observation documents for the School Counselor and Educational Diagnostician candidates to demonstrate evidence that the candidates received actionable feedback related to implementing the standards and that each candidate reached proficiency in implementing the standards during formal observations.
3. **19 TAC §228.81 Clinical Experience: Non-Teacher Practicum (Candidate Proficiency)**
Update the practicum structure to collect written recommendations for a successful practicum from the site supervisor and the field supervisor before recommending a candidate for standard certification.

CERTIFICATION REQUIREMENTS

Candidate records, including transcripts, degree plans, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC Chapter 230] Following are the findings:

FINDINGS

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

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION

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

FINDINGS

1. Admission data have been reported accurately based on the information in candidate transcripts and admission letters. [19 TAC §229.3]
2. Candidates are consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

3. Clinical experience records reported in ECOS accurately represent the related data in candidates' records. [19 TAC §229.3]
4. Observation dates and durations have been consistently reported in ECOS, as detailed in the observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

None

ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228, effective as of September 1, 2024.
- Effective September 1, 2024, include instruction on using Open Education Resources (OER) materials in your coursework. Follow TEA's weekly EPP newsletter for professional development opportunities and note that candidates admitted before September 1, 2024, may complete the Legacy 228 curriculum by August 31, 2026.
- Evaluate and update as needed the current informal observation process to ensure alignment with new requirements for informal observations in 19 TAC 228.101(b)(5)-(6).
- 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

- The EPP should ensure all field supervisors consistently provide coaching and feedback aligned with training.
- The EPP should leverage the modifications made to the Teacher ALT program and use this as a blueprint for their upcoming applications to offer ALT routes in their Non-teacher programs.
- As coursework is being updated to align with data from observation feedback and coaching, ensure the process is cyclical and continuously improved.
- Establish a process for adding and/or updating 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.

2024–2025 Continuing Approval Review Compliance Report

West Texas A&M University

- 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 program's verbiage with the language of the Texas Administrative Code (TAC) (e.g., 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 the program staff knows the current Texas Administrative Code.
- Continue to participate in training and webinars provided by TEA to ensure that the program staff knows current requirements and changes in the Texas Administrative Code, including changes to EPP processes and updates to certificates and related certification exams.
- Continue to communicate with the TEA education specialist assigned to the program.

CORRECTIVE ACTION COMPLETE

Evidence of Corrective Action, received at TEA on July 28, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and the Texas Administrative Code.