



2019-2020 Continuing Approval Review Report Texas A&M International University

Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Lorrie Ayers, of the Texas A&M International University (240502) educator preparation program (EPP) on May 1, 2020. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. Texas A&M International University (TAMIU) was originally approved as an EPP on February 8, 1975.

Dr. James O'Meara is the program Legal Authority and the primary EPP contact for the 2019-2020 review. TAMIU is approved to prepare and certify candidates in the following certificate classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. Certification is offered in Undergraduate (U), Post-Baccalaureate (PB), and Alternative (ALT) routes. The EPP reported 130 finishers for the 2017-2018 reporting year and 144 finishers for 2018-2019. The EPP was rated Accredited at the time of the review. The risk level was Stage 3 (low).

Candidate records were reviewed for 25 candidates, five (5) from each the Principal, School Counselor, and Educational Diagnostician classes. Ten records were requested from the Teacher class: five (5) from the Undergraduate route and five (5) from the Alternative Certification route. There were no records requested from the Superintendent or Reading Specialist classes because they appear to be inactive. The results of the review were discussed with EPP staff on July 7, 2020. Attending from the EPP were: Dr. James O'Meara, Dr. Alfredo Ramirez, Dr. Consuelo Guzman, and Laina Allen.

Prior to the review, the TAMIU EPP participated in a 5-day on-site review conducted by the Teacher Preparation Inspectorate US (TPI-US). EPP staff have stated that they will work with TPI-US and Raise Your Hand Texas over the next here (3) years in the areas of candidate recruitment, preparation, and support. Additionally, the EPP has received grants from Raise Your Hand Texas and from the Texas Workforce Commission to increase partnerships with two area school districts.

Results: EPP and Program Requirements

Per self-reported information in the Status Report, the EPP meets requirements for program governance including a) support provided by the governing body; and b) advisory committee activity as required in 19 TAC §228.20. The EPP does not have any additional sites. Some of the coursework delivery for some programs is delivered in an online format; however, there is no letter on file at TEA that notifies TEA of the program change from face to face delivery to online delivery. The program was reminded that, per 19 TAC §228.20(e), TEA must be informed in writing of program amendments.

The website and application materials were reviewed to verify the EPP had posted the required information for applicants and candidates.



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- Information about admission and completion requirements were posted on the website for each program. Information about the effect of supply and demand forces on the educator workforce in Texas and information about the performance of the EPP over five years was not identified on the website. [19 TAC §227.1(c)]
- The following information was not located on the EPP website or on any application materials which does not meet requirements in 19 TAC §227.1(b) and §227.1(d):
 - The required fingerprint background check;
 - The potential ineligibility of an individual for certification due to a criminal history; and
 - The right of an individual to request a Preliminary Criminal History Evaluation (PCHE) from TEA.
- The EPP complaints process, with a link to the TEA complaints process, was not located on the EPP website as required in 19 TAC §228.70(b)(2). A complaints process was posted in the Teacher candidate handbook.

EPP staff in all programs signed an agreement of reading and understanding the Texas Educators' Code of Ethics (ECO) which meets requirements in 19 TAC §228.50 related to professional conduct. The EPP was encouraged to update the document to the most recent version of the ECO and to consider updating the staff agreement to "understand and adhere to" the ECO to align with 19 TAC §228.50.

Per 19 TAC §229.3(e), "all required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year". The EPP is required to report admission activities, enrollment data, and observation data.

- TAMIU staff met deadlines for data submission.
- Admission data is reported either using the GPA spreadsheet or, effective September 1, 2019, through an admission record created in the Educator Certification Online System (ECOS). Most admission data was reported accurately except for some programs, candidates were either not reported as admitted within the 7 calendar days required in 19 TAC §227.17(e) or were reported with more than one admission date. Discrepancies between admission dates reported in ECOS and those reported on the GPA spreadsheet were identified for four (4) candidates. Additionally, an Educational Diagnostician candidate was not reported as admitted.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. Enrollment status was reported accurately for candidates in all programs.
- Teacher observation data is reported in the Accountability System for Educator Preparation (ASEP). There were discrepancies in the duration of observations reported for two (2) clinical teacher candidates and for two candidates who completed internships when compared with documentation in the records for those candidates. It was observed that the discrepancies could be due to calculation errors, and in most cases, the duration



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was underreported. Observation data has not been required to be reported for non-teacher candidates. The program was advised that observation data for non-teacher candidates will be required reporting effective for the 2019-2020 reporting year.

19 TAC §228.40(f) requires the EPP to retain “documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program”. Records were not available for each requirement. For example, practicum observation documentation was not provided for candidates in the Principal and Educational Diagnostician program. The School Counselor program had not retained training documentation for the field supervisor. EPP staff were advised to update the records retention process to retain all required evidence for each program.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 31, 2020:

1. Implement a process for all programs to accurately capture and report to TEA the formal admission of candidates within the 7 calendar-day window as required in 19 TAC §227.17(e).
2. Review the process of capturing the duration of observations conducted by field supervisors and ensure that the duration is accurately documented as actual time spent observing the candidate. Ensure accurate numbers are conveyed to staff that complete ASEP reporting for the EPP. [19 TAC §229.4(a)(4)(A) and §229.3(f)(1)]
3. Update the records retention process so that all programs retain records of candidates' admission and completion of all program requirements for a minimum of five years from the time the candidate finishes or leaves the program. [19 TAC §228.40(f)]

Recommendations

- EPP staff should ensure a process is in place for non-teacher programs to communicate observation data to the staff that complete ASEP reporting. EPP staff were advised that observations for non-teacher candidates do not have to be a minimum of 45 minutes per observation. For non-teacher candidates completing a practicum, 19 TAC §228.35(h) requires field supervisors to conduct a minimum of three (3) observations that total a minimum of 135 minutes. The ASEP system will accept an observation for non-teachers that is less than 45 minutes in duration, if necessary.
- If any courses or programs are offered or will be offered online, they must meet quality requirements as identified in 19 TAC §228.35(a)(6).



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Results: Candidate Preparation

Candidate and EPP records were reviewed to verify that each program within the EPP is compliant with TAC requirements for candidate admission and completion of preparation and certification requirements. Transcripts, admission documents, benchmark documents, degree plans, course descriptions, training certificates, and completed logs and observation documents were reviewed. The following are the results of the review by program.

Undergraduate Teacher Program

1. The requirements for admission into the undergraduate (U) teacher preparation program identified on the website are:
 - An application;
 - An online screen;
 - A GPA of 2.75 or higher;
 - Freshman and sophomore level coursework completed with a C or better, including the 12 or 15 semester credit-hours in the subject area of the certificate sought by the applicant;
 - Completion of two university seminar courses; and
 - Meet the university graduation requirement for foreign language.

Based on the records for the candidates reviewed, the Teacher (U) program met admission requirements as required in 19 TAC §227.10 except there was limited evidence that candidates are consistently screened for their appropriateness for the certificate sought as required in 19 TAC §227.10(a)(8). Because completing a screen is a published admission requirement and some records contained evidence of screening, it is possible the lack of evidence of screening of some of the candidates could be due to records' retention issues. Program staff have been advised to update the records' retention process as required in 19 TAC §228.40(f).

The Teacher (U) program has implemented the formal admission process as identified in 19 TAC §227.17.

Records for each of the five (5) candidates contained a signed agreement of reading and understanding the ECOE which meets requirements in 19 TAC §228.50 related to professional conduct. The program was encouraged to update the document to the most recent version of the ECOE and to consider updating the candidate agreement to "understand and adhere to" the ECOE to align with 19 TAC §228.50.

2. Self-reported information in the Status Report, with course descriptions and degree plans, provided evidence that coursework and training provided to Teacher (U) candidates is standards-based and addresses the TEKS. All required instruction was provided except the digital literacy requirement in 19 TAC §228.30(c)(8) had not been implemented.



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3. Degree plans reflect that Teacher (U) candidates enroll in the EPP prior to beginning the Junior year. The program provides more than the 300 clock-hours of coursework required in 19 TAC §228.35(b).

The candidate handbook states 12 weeks of clinical teaching are required while the cooperating teacher handbook identifies 14 weeks of clinical teaching required. The program was encouraged to update the candidate handbook to accurately reflect the clinical teaching requirement of 14 weeks.

Candidates in the Teacher (U) program completed field-based experience (FBE) hours across two (2) semesters. FBE logs provided evidence that each completed more than 30 hours in two (2) settings. There was no evidence that any of the FBE hours were completed by video. Some of the logs detailed hours that were interactive and other logs did not capture the nature of the FBE, only the duration. All logs were verified by a cooperating teacher who also conducted some observations of the candidates which suggested some of the FBE hours were interactive with students. There was no evidence that candidates completed reflections of their experiences.

Benchmark documents, transcripts, clinical teaching logs, and observation documentation were reviewed as evidence that candidates completed clinical teaching as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). Four (4) of the five candidates completed clinical teaching. One (1) candidate had not reached the point of clinical teaching at the time of the review.

- All candidates completed the pre-service requirements identified in 19 TAC §228.35(b) prior to beginning clinical teaching.
- Four (4) of the five candidates whose records were reviewed had completed clinical teaching; however clinical teaching logs revealed that they had completed between 63-69 days which is less than the minimum 70 days required in 19 TAC §228.35(e)(2)(A)(i)(I).
- Each candidate was assigned a cooperating teacher and a field supervisor during clinical teaching. Teaching certificates were provided as evidence the cooperating teachers and field supervisors held valid certificates; however, their experience and accomplishments could not be verified. Training could not be verified for the cooperating teachers; however, certificates of completion were evidence that field supervisors had attended TEA-approved training as required in 19 TAC §228.35(g). There was no evidence the EPP provided any additional training to the field supervisors.
- Information captured on observation documents and in field supervisor logs were evidence that field supervision was provided to the four (4) candidates as required in 19 TAC §228.35(g). Candidates received three (3) or four (4) observations that were 45 minutes or longer in duration. Field supervisors held pre- and post-conferences with candidates and captured educational practices observed. The observation



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instrument was designed to allow the field supervisor to capture candidate proficiency in the standards.

- There is no evidence the program has implemented the requirement in 19 TAC §228.35(e)(2)(A)(iii) that the field supervisor and cooperating teacher must provide a written recommendation that the candidate was successful, or not successful, in the demonstration of proficiency in the standards.
4. The program requires candidates to maintain a “C” or better in courses offered through the EPP and requires a demonstration of test readiness through 6 hours of test preparation and minimum scores on a representative test. Content pedagogy tests must be passed prior to beginning the clinical teaching semester. Evidence that candidates met these requirements was identified in the candidates’ records.
 5. Four (4) of the five (5) candidates had achieved standard certification. Benchmark documents and transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 31, 2020:

1. Implement the digital literacy requirement, including the digital literacy evaluation followed by a prescribed digital literacy curriculum, as required in 19 TAC §228.30(c)(8).
2. Update FBE requirements and/or logs to capture the interactive nature of at least 15 hours and to capture evidence that Teacher (U) candidates complete reflections of the FBE. Retain evidence in candidates’ records. [19 TAC §228.35(e)(1)(A)]
3. Develop a calendar for clinical teaching that requires a minimum of 70 days and capture cooperating teacher verification of time completed. Retain evidence in candidates’ records. [19 TAC §228.35(e)(2)(A)]
4. Implement a process to consistently capture evidence of qualifications and training of the cooperating teachers and field supervisors assigned to support candidates in clinical teaching assignments. Retain evidence in candidate or program records. [19 TAC §228.2(12), §228.2(16), §228.40(f), and §228.35(g)]
5. Fully implement the process of capturing the recommendation from the field supervisor and the cooperating teacher that the clinical teacher demonstrated proficiency in the standards for the certificate sought and should be recommended for the standard certificate. Retain documentation in candidates’ records. [19 TAC §228.35(e)(2)(A)(iii) and §228.40(f)]



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Teacher (PB/ALT) Programs

1. The EPP website identifies the following admission requirements for the Teacher (PB/ALT) programs:
 - An application;
 - A GPA of 2.75 in the last 60 hours; and
 - A screening survey.

A review of the webpages for the Teacher (PB/ALT) programs revealed some links that were broken. The link to the PB teacher program (Master of Arts in Teaching) application links to the undergraduate application which has requirements listed that are not valid for graduate level program admission. The EPP was encouraged to review and update the website where necessary to ensure links are working and materials are aligned with the programs represented on those pages.

Based on the records for the candidates reviewed, the Teacher (PB/ALT) programs met admission requirements except there was limited evidence that candidates are consistently screened for their appropriateness for the certificate sought as required in 19 TAC §227.10(a)(8).

The Teacher (PB/ALT) programs have implemented the formal admission process as identified in 19 TAC §227.17.

Records for each of the five (5) candidates contained a signed agreement of reading and understanding the ECOE which meets requirements in 19 TAC §228.50 related to professional conduct. The program was encouraged to update the document to the most recent version of the ECOE and to consider updating the candidate agreement to "understand and adhere to" the ECOE to align with 19 TAC §228.50.

2. Based on course requirements published on the website, the following curriculum items appear to be missing from courses offered in the Teacher (ALT) program:
 - Instruction based on content pedagogy standards for each certificate [19 TAC §228.30(a)];
 - the English Language Proficiency Standards [19 TAC §228.30(d)(1)];
 - reading instruction, including instruction that improves students' content-area literacy [19 TAC §228.30(d)(2)];
 - for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines [19 TAC §228.30(d)(3)]; and
 - instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum aligned with the International Society for Technology in Education (ISTE) standards [19 TAC §228.30(c)(8)].



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3. The Teacher (PB) program requires a 36-hour master's degree with certification, so candidates complete more than the required 300 clock-hours of coursework. As defined in 19 TAC §228.2(3), candidates do not earn an additional degree while completing certification requirements through an alternative certification (ALT) program. Per the website, candidates completing alternative certification through the Teacher (ALT) program complete the following three credit-hour courses in addition to clinical teaching or internship:
- EDCI 5300: Intro to Teaching & Learning
 - EDCI 5301: Methods & Management, EC-12
 - EDCI 5340: Measurement & Assessment in Education
 - EDSE 5305: Teach Diverse & Exceptional Learners

Program staff were advised that the Teacher (ALT) program must add, at minimum, six more credit-hours of coursework to meet the minimum of 18 semester credit-hours required for teacher preparation.

One or more courses in the Teacher (PB) and Teacher (ALT) programs appear to be delivered in an online format. Program staff were reminded that per 19 TAC §228.20(e) TEA must be notified via an amendment letter if the program amends its delivery by providing coursework online. Additionally, the courses and programs that are delivered online must meet quality standards in 19 TAC §228.35(a)(6).

Candidates in the Teacher (PB/ALT) programs completed 30 or more field-based experience (FBE) hours prior to clinical teaching or internship. FBE logs were verified by a cooperating teacher but there was not enough detail on the logs to verify the 15 interactive hours required in 19 TAC §228.35(e)(1)(A). Three (3) of the five candidates had completed reflections of the experiences.

Benchmark documents, transcripts, clinical teaching logs, observation documentation, and records in the Educator Certification Online System (ECOS) were reviewed as evidence that candidates completed clinical teaching or an internship as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). Two (2) candidates had completed clinical teaching and two (2) completed an internship. One (1) of the candidates had not reached that point in the training process at the time of the review.

- Three (3) of the five candidates completed the pre-service requirements identified in 19 TAC §228.35(b) prior to beginning clinical teaching or internship. The records for one (1) of the clinical teaching candidates did not contain evidence of completed FBE. Documentation was provided that the candidate may have qualified for an exemption from FBE due to the aide waiver exemption in 19 TAC §228.35(l).
- Two (2) of the five candidates whose records were reviewed had completed clinical teaching; however, for the candidate who may have received the aide waiver, there was no log available to verify that the candidate completed, at minimum, 70 days as



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- required in 19 TAC §228.35(e)(2)(A)(i)(I). If the candidate qualified for the aide waiver, then the clinical teaching requirement would be waived.
- Two (2) candidates completed a full-year internship while holding a valid Intern certificate for the subject area of the certificate sought by the candidates. Placement information on mentor agreements was evidence that the candidate placement matched the certificate category on the Intern certificate.
 - Each clinical teaching candidate was assigned a cooperating teacher and each intern was assigned a mentor as required in 19 TAC §228.35(f). Each of the four (4) was assigned a field supervisor as required in 19 TAC §228.35(g). Teaching certificates were provided as evidence the cooperating teachers and field supervisors held valid certificates; however, their experience and accomplishments could not be verified. There was no documentation available to verify the qualifications of mentors assigned to the two (2) interns. Training could not be verified for the cooperating teachers or mentors; however, certificates of completion and/or attendance logs were evidence that field supervisors had attended TEA-approved training as required in 19 TAC §228.35(g). There was no evidence the EPP provided any additional training to the field supervisors.
 - Information captured on observation documents were evidence that field supervision was provided to the four (4) candidates as required in 19 TAC §228.35(g). Clinical teaching candidates received three (3) or four (4) observations that were 45 minutes or longer in duration and interns received six observations that were 45 minutes or longer in duration. Field supervisors held pre- and post-conferences with candidates and captured educational practices observed except for the candidate who may have received the aide waiver exemption. The observation instrument was designed to allow the field supervisor to capture candidate proficiency in the standards.
 - There is no evidence the program has implemented the requirement in 19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(vii) that the field supervisor and cooperating teacher or mentor must provide a written recommendation that the candidate was successful in the demonstration of proficiency in the standards during clinical teaching or internship and is ready for standard certification.
4. Evidence of test readiness was submitted for two (2) of the candidates. Because all of the programs within the EPP have evidence of processes to determine test readiness, it was assumed by the reviewer that the lack of test readiness documentation in the three (3) candidates' records was because the documents were not retained per the records retention requirement in 19 TAC §228.40(f).
 5. Four (4) of the five (5) candidates had achieved standard certification. Benchmark documents and transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.



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Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 31, 2020:

1. Add at least 6 semester credit hours of coursework for Teacher (ALT) candidates to meet the requirement in 19 TAC §228.25(b) that specifies a candidate must receive a minimum of 300 clock-hours (18 semester credit-hours plus 30 clock-hours of field-based experience).
2. Update coursework provided to Teacher (PB/ALT) candidates to include instruction in the following areas:
 - content pedagogy standards for each certificate [19 TAC §228.30(a)];
 - English Language Proficiency Standards [19 TAC §228.30(d)(1)];
 - reading instruction, including instruction that improves students' content-area literacy [19 TAC §228.30(d)(2)];
 - for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines [19 TAC §228.30(d)(3)]; and
 - digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum aligned with the International Society for Technology in Education (ISTE) standards [19 TAC §228.30(c)(8)].
3. Update FBE requirements and/or logs to capture interactive hours and to capture evidence that Teacher (PB/ALT) candidates complete reflections of their experiences. Retain evidence in candidates' records. [19 TAC §228.35(e)(1)(A)]
4. Implement a process to consistently capture evidence of qualifications and training of the cooperating teachers, mentors, and field supervisors assigned to support candidates in clinical teaching or internship assignments. Retain evidence in candidate or program records. [19 TAC §228.2(12), §228.2(16), §228.2(24), §228.40(f), and §228.35(g)]
5. Fully implement the process of capturing the recommendation from the field supervisor and cooperating teacher or mentor that the clinical teacher or intern demonstrated proficiency in the standards for the certificate sought and should be recommended for the standard certificate. Retain documentation in candidates' records. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(vii), and §228.40(f)]

Recommendations

- Add performance-based activities and assessments to coursework completed prior to beginning clinical teaching or internship.



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Principal Program

1. The admission requirements for the Principal program were posted on the website:
 - A bachelor's degree
 - A GPA of 3.0 in the last 60 hours
 - A Texas teacher certificate
 - 2 years of teaching experience
 - A FERPA consent form; and
 - A signed Texas Educators' Code of Ethics.

Candidate admission records reviewed for this program contained transcripts as evidence of a degree conferred prior to admission and a GPA that was higher than 2.5; however, evidence of compliance with other admission requirements such as evidence of screening instruments and evidence that service records and teaching certificates are collected at admission, was inconsistent in records.

There was no evidence that the Principal program has implemented the formal admission process as required in 19 TAC §227.17.

Records for each of the five (5) candidates contained a signed agreement of reading and understanding the ECOE which meets requirements in 19 TAC §228.50 related to professional conduct. The program was encouraged to update the document to the most recent version of the ECOE and to consider updating the candidate agreement to "understand and adhere to" the ECOE to align with 19 TAC §228.50.

2. Principal curriculum was recently updated to transition to the Principal as Instructional Leader EC-12 certificate. Performance assessments were evaluated at that time so the program was determined to have met the requirement for a standards-based and research-based curriculum that includes performance activities and assessments as required in 19 TAC §228.30(a) and §228.30(e), §228.35(a), and §228.40(a). There is no evidence that the Principal preparation program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Principal candidate preparation. Candidates complete Principal certification requirements concurrent with a master's degree in Educational Administration, which includes eight courses and two (2) practicum courses so candidates complete more than the 200 clock-hours required in 19 TAC §228.35(c). For alternatively certified candidates who are admitted with a master's degree, the program requires three 3-hour classes plus two (2) practicum classes which does not meet the 200 clock-hour requirement for coursework.

Principal candidates complete a practicum and a practicum project.

- Records for each of the five candidates contained practicum logs that reflected 160 or more clock-hours. Logs were verified by the site supervisor which meets



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- requirements in 19 TAC §228.35(e)(8); however, for three of the candidates, many of the activities were repeated numerous times, such as morning and afternoon duty and reviewing 504 paperwork, which does not consistently meet the requirement for a standards-based practicum.
- Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f) and each was assigned a field supervisor as required in 19 TAC §228.35(h). Teaching certificates were provided as evidence the site supervisors and field supervisors held valid certificates; however, their experience and accomplishments could not be verified. Training could not be verified for the site supervisors; however, certificates of completion and/or attendance logs were evidence that field supervisors had attended TEA-approved training as required in 19 TAC §228.35(h). There was no evidence the EPP provided any additional training to the field supervisors.
 - Site supervisors provide formal feedback to the EPP about candidate progress, but there was limited evidence that field supervisors conduct observations of candidates during the practicum as required in 19 TAC §228.35(h). The observation documents that were available for three (3) candidates were completed by the candidates and each reflected only a brief summary of a meeting with the field supervisor which does not meet requirements for field supervision in 19 TAC §228.35(h).
 - The observation instrument used to evaluate principal candidates during the practicum provides space to capture educational practices observed but does not capture proficiency in the standards.
 - There was no evidence the program had implemented the requirement that the field supervisor and site supervisor provide written recommendation that the candidate was successful in the practicum as required in 19 TAC §228.35(e)(8)(D).
4. Test readiness documentation was identified in records for three (3) of the five candidates which meets requirements in 19 TAC §228.40(d).
 5. Three (3) of the five candidates whose records were reviewed had achieved standard certification at the time of the review. Transcripts reflected that each completed the program and had a master's degree conferred. Each of the three had a valid teaching certificate, and service records verified 2 or more years of service.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 31, 2020:

1. Implement a process for collecting and retaining documents related to admission. [19 TAC §227.10, §241.5, and §228.40(f)]



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2. Implement a formal admission process and retain evidence in candidates' records. [19 TAC §227.17]
3. Implement an admission screening process that screens applicants for their appropriateness for Principal certification. The process includes two (2) or more screening activities, a rubric to evaluate applicant responses, and a cut score. [19 TAC §241.5(c)]
4. Update the coursework provided to Principal (ALT) candidates as necessary to ensure candidates receive a minimum of 200 clock-hours, or 14 semester credit-hours, of coursework in addition to the practicum. [19 TAC §228.35(c)]
5. Update coursework provided to all Principal candidates to meet the digital learning requirement in 19 TAC §228.30(c)(8), including a digital literacy evaluation followed by a prescribed digital learning curriculum aligned with the International Society for Technology in Education (ISTE) standards.
6. Implement a process to consistently capture and retain evidence of the qualifications and training of site supervisors and field supervisors assigned to support candidates completing practicum assignments. [19 TAC §228.2(16) and (31), §228.35(f), §228.35(h), and §228.40(f)]
7. Update field supervision requirements to ensure candidates are observed and provided support by field supervisors as required in 19 TAC §228.35(h) and that evidence is consistently retained in candidates' records as required in 19 TAC §228.40(f).
8. Implement a process to capture a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for standard certification as required in 19 TAC §228.35(e)(8)(D).

Recommendations

- Update the practicum requirements to ensure candidate engagement with the standards for the Principal certificate

Superintendent Program

The Superintendent program was not reviewed because there had been no active candidates in the span of years selected for the review, so the program was assumed to be dormant. As the website was reviewed, it was noted that the Superintendent program has a webpage with requirements posted. According to the published information, the program requires 12 semester credit-hours of coursework which does not meet the requirement for 200 clock-hours, or 14 semester credit-hours, of coursework in 19 TAC §228.35(c). Program staff were advised they must add one or more courses to this training if/when the program resumes activity.



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Educational Diagnostician

1. The Educational Diagnostician program published the following admission requirements:
 - Possess a master's degree in a related field.
 - Possess a valid Texas Teacher Certificate.
 - Possess a minimum of three years of teaching experience.
 - Apply for graduate studies by the due dates provided by the Office of Graduate Studies & Research.
 - Pay the application fee.
 - Submit official transcripts from all colleges/universities attended. (Official transcripts from TAMIU do not need to be submitted).
 - Submit verification of minimum scaled scores on the (a) Test of English as a Foreign Language internet- Based Test (TOEFL-iBT) of 79 or, if seeking certification, 24 for speaking, 22 for listening, 22 for reading, and 21 for writing or (b) International English Language Testing System (IELTS) to evidence English language proficiency if the undergraduate or graduate degree was not earned at an accredited institution of higher education in the United States or at an institution of higher education in a country outside of the United States as listed http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/19_0230_0011-1.pdf
 - Complete FERPA Form.
 - Complete TEA Code of Ethics Agreement.
 - Complete the screening survey
 - Submit College of Education application.

Documentation submitted by the program reflected that at least one year of teaching experience in a Special education classroom setting is required for admission. Applicants that do not have the required experience could substitute coursework.

The Educational Diagnostician program met admission requirements, including the conferred degree, teaching certificate, and GPA although an application was not consistently found in candidates' records. There was not enough evidence to support that the program screens applicants for their appropriateness for the Educational Diagnostician certificate.

Three (3) of the candidates were admitted after the implementation of the formal admission process 19 TAC §227.17. The records for each contained evidence the program had implemented the formal admission requirement.

Records for four (4) of the five (5) candidates contained a signed agreement of reading and understanding the ECOE which meets requirements in 19 TAC §228.50 related to professional conduct. The program was encouraged to update the document to the most recent version of the ECOE and to consider updating the candidate agreement to "understand and adhere to" the ECOE to align with 19 TAC §228.50.



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2. Degree plans, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the Educational Diagnostician program is compliant with curriculum requirements in 19 TAC §228.30. The program meets requirements for the curriculum provided to candidates except there is no evidence that the program has implemented the digital literacy requirement that includes an evaluation and a related prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8) and there is limited evidence that candidates are required to complete the mental health, substance abuse, and youth suicide training and the dyslexia training as required in 19 TAC §228.30(c)(2) and (3).
3. The website indicates the Educational Diagnostician certificate may be awarded concurrently with a 33 credit-hour Master of Science degree in Special Education. Candidates who possess a master's degree at admission are certified alternatively. Both the (PB) and (ALT) routes require more than the 200 clock-hours of standards-based coursework required in 19 TAC §228.35(c).

Three (3) of the five Educational Diagnostician candidates should have completed a practicum. Practicum logs and site supervisor information were provided for two (2) candidates. There was no documentation provided for the third candidate. The remaining two (2) candidates had not reached the point of practicum in their training at the time of the review.

- Practicum logs, signed by the site supervisor, were evidence the two (2) candidates completed a practicum of 160 or more clock hours.
 - Candidates were assigned site supervisors and field supervisors who were certified Educational Diagnosticians; however, there was no evidence that each was experienced or “an accomplished educator as shown by student learning” as required in 19 TAC §228.2(31) and §228.2(16). Additionally, there was no evidence that the EPP provided training to field supervisors or site supervisors within the first three (3) weeks of the assignment as required in 19 TAC §228.2(31).
 - Site supervisors conduct evaluations of candidates during the practicum. The observation instrument used by site supervisors provides space to capture candidate proficiency in the standards.
 - There was no evidence in the documents submitted for review that indicates field supervisors interact with candidates during the practicum which does not meet requirements in 19 TAC §228.35(h) for field supervision.
4. Test readiness was determined for two (2) of the five candidates which meets requirements in 19 TAC §228.40(d). Documentation was missing for one (1) of the candidates and two (2) had not reached the point of testing at the time of the review.
 5. Three (3) of the five (5) Educational Diagnostician candidates achieved a standard certificate. Completed benchmark documents and/or transcripts in the candidates’



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records reflected each candidate had completed requirements. Teaching certificates and service records provided evidence that each candidate met the teaching certification and experience requirement. [19 TAC §239.84]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 31, 2020:

1. Implement an admission screening process that screens applicants for their appropriateness for certification as an Educational Diagnostician. The process includes one or more screening activities, a rubric to evaluate applicant responses, and a cut score. [19 TAC §241.5(c)]
2. Update coursework provided to all Educational Diagnostician candidates to meet the digital learning requirement in 19 TAC §228.30(c)(8), including a digital literacy evaluation followed by a prescribed digital learning curriculum aligned with the International Society for Technology in Education (ISTE) standards.
3. Require Educational Diagnostician candidates to complete the dyslexia training and the training in mental health, substance abuse, and youth suicide as required in 19 TAC §228.30(c)(2) and (3). Retain evidence such as certificates of completion in each candidate's record per 19 TAC §228.40(f).
4. Implement a process to consistently capture and retain evidence of qualifications and training of site supervisors and field supervisors assigned to support candidates completing practicum assignments. [19 TAC §228.2(16) and (31), §228.35(f), §228.35(h), and §228.40(f)]
5. Update field supervision requirements to ensure candidates are observed and provided support by field supervisors as required in 19 TAC §228.35(h) and that evidence is consistently retained in candidates' records as required in 19 TAC §228.40(f).
6. Implement a process to capture a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for standard certification as required in 19 TAC §228.35(e)(8)(D).

School Counselor

1. Documentation submitted by EPP staff for the review detailed the following admission requirements for the School Counselor program:
 - An application
 - A valid teaching certificate
 - A service record reflecting at minimum, two years of teaching experience
 - A 3.0 GPA in last 60 hours
 - An interview



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- A resume
- A statement of purpose
- 3 Letters of recommendation
- Signed FERPA form
- Signed ECOE

The records for the five School Counselor candidates contained an application. Records for three (3) of the five candidates contained transcripts verifying a degree conferred and GPA. There were no transcripts available for two (2) of the five candidates. Three (3) of the five records were missing evidence that a valid teaching certificate was collected at admission. Program staff were advised that a teaching certificate is not required for certification as a School Counselor; however, if a certificate is listed as a requirement for admission, then the program is expected to collect it and retain it in candidates' records. There was evidence that candidates submit a written essay or purpose statement; however, there was no evidence it is scored or used as an admission screen.

The program had not implemented the formal admission process for the two (2) candidates who were admitted after the implementation date of 19 TAC §227.17.

Records for each of the five (5) candidates contained a signed agreement of reading and understanding the Educators' Code of Ethics which meets requirements in 19 TAC §228.50 related to professional conduct. The program was encouraged to update the document to the most recent version of the ECOE and to consider updating the candidate agreement to "understand and adhere to" the ECOE to align with 19 TAC §228.50.

2. Degree plans, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the School Counselor program is compliant with curriculum requirements in 19 TAC §228.30. The program meets requirements for the curriculum provided to candidates except there is no evidence that the program has implemented the digital literacy requirement that includes an evaluation and a related prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8) and there is limited evidence that candidates are required to complete the mental health, substance abuse, and youth suicide training and the dyslexia training as required in 19 TAC §228.30(c)(2) and (3).
3. School Counselor certification is offered concurrently with a 60-hour Master of Science degree in School Counseling which exceeds the minimum 200 clock-hours of coursework required in 19 TAC §228.35(c).

Degree plans and the program handbook indicate the School Counselor preparation program requires a 300 clock-hour practicum completed across two (2) semesters. It is unclear how many of those hours are required for School Counseling and how many of them are clinical counseling hours. Practicum documentation was submitted for four (4) of the candidates.



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- Practicum logs reflected more than 300 hours completed for one (1) candidate but reflected less than 100 hours completed for the remaining three (3) candidates which does not meet the requirement in 19 TAC §228.35(e)(8).
 - Practicum logs were verified by the site supervisor; however, there was no detail other than “direct” or “indirect” that is evidence the practicum is based on the School Counselor standards.
 - Candidates were provided site supervisors and field supervisors; however, the program had not retained evidence of the qualifications of the site supervisors or field supervisors or evidence that each had been trained as required in 19 TAC §228.35(h), §228.2(31) and §228.2(16). It was noted to EPP staff that candidates’ records contained a Field Placement Contract in which the practicum placement and site supervision information was captured. Because this document is signed also by the campus administrator, it would be an acceptable place to capture qualifications and accomplishments of the site supervisor.
 - Site supervisors and field supervisors conduct observations of candidates during the practicum. Documentation retained in candidate records revealed that field supervisors conducted four (4) observations, two (2) in the first semester of the practicum and two (2) in the second semester.
 - Time recorded on the observation instrument was evidence that the duration of the observations met or exceeded the 135-minute requirement in 19 TAC §228.35(h).
 - Educational practices observed by the field supervisor, and candidate demonstration of proficiency in the School Counselor standards, were captured on the observation instrument but there was no evidence that field supervisors held pre- or post-conferences with candidates as required in 19 TAC §228.35(h). The program provided copies of observation documentation to candidates and site supervisors.
 - There was no evidence that the School Counselor program had implemented the requirement to obtain a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for certification as required in 19 TAC §228.35(e)(8)(D).
4. Test readiness is determined for School Counselor candidates who must meet a minimum score on a practice test to be approved for testing. Documentation was found in the records for each of the candidates which meets requirements in 19 TAC §228.40(d).
 5. One (1) of the five (5) School Counselor candidates had achieved standard certification. A final transcript and a service record provided evidence that the candidate met all requirements prior to certification.



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Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before October 31, 2020:

7. Review and update admission requirements to collect those documents that are important to determine qualifications for admission. Update the records retention process to retain all documents required for candidate admission. [19 TAC 228.40(f)]
8. Implement an admission screening process that screens applicants for their appropriateness for certification as a School Counselor. The process includes one or more screening activities, a rubric to evaluate applicant responses, and a cut score. [19 TAC §227.10(a)(8)]
9. Update coursework provided to School Counselor candidates to include the digital literacy evaluation followed by the prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).
10. Require School Counselor candidates to complete the dyslexia training and the training in mental health, substance abuse, and youth suicide as required in 19 TAC §228.30(c)(2) and (3). Retain evidence such as certificates of completion in candidates' records per 19 TAC §228.40(f).
11. Revise the practicum process and log to capture evidence of candidate engagement with the School Counselor standards during the practicum so that "direct" and "indirect" are not the only descriptors of activities. [19 TAC §228.35(e)(8)].
12. Implement a process to consistently capture and retain evidence of qualifications and training of site supervisors and field supervisors assigned to support candidates completing practicum assignments. [19 TAC §228.2(16) and (31), §228.35(f), §228.35(h), and §228.40(f)]
13. Update field supervision requirements to ensure that field supervisors hold pre- and post-conferences with candidates around each observation as required in 19 TAC §228.35(h) and that evidence is consistently retained in candidates' records as required in 19 TAC §228.40(f).
14. Implement a process to capture a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and is ready for standard certification as required in 19 TAC §228.35(e)(8)(D).

Recommendations and Advisement

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation.



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Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or "TX PACT", is a content-pure assessment that cannot be used for certification purposes.

- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement. The EPP website advisement reflects candidates must apply and "be recommended" for a certificate before December 31, 2020 to qualify for a certificate without STR. The website should be updated to reflect "the certificate must issue" by December 31, 2020 to achieve certification without the STR.
- Intern and Probationary certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS All EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, 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 current Texas Administrative Code;



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- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 31, 2020”.

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**