



2017 – 2018 Continuing Approval Review Report

Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba for the University of North Texas (061501) educator preparation program (EPP) on March 20, 2019. 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. The University of North Texas was originally approved as an EPP on June 2, 1960.

Dr. Randy Bomer is the program Legal Authority Dr. Alexandra Leavell, Backup Legal Authority, is primary EPP contact for the 2017-2018 review. The University of North Texas is approved for the following certificate classes: Teacher, Educational Diagnostician, Master Reading Teacher, Master Technology Teacher, Principal, Reading Specialist, School Counselor, School Librarian, and Superintendent. Certification is offered in these routes: Undergraduate, PB, ACP. The EPP reported 946 program finishers for the 2016-2017 reporting year and 967 finishers for 2017-2018.

Candidate records were reviewed for 41 candidates from the following active certificate classes: Teacher, Principal, School Counselor, Superintendent, School Librarian, and Educational Diagnostician.

The results were discussed with EPP staff on April 5, 2018. Attending from the EPP were: Dr. Randy Bomer, Dean Dr. Alexandra Leavell, Associate Dean, Elizabeth Dracoby, Administrative Coordinator, and Alyssa Strong, Data Analyst.

Results

1. Admission requirements as identified in 19 TAC Chapters 227, 239, 241, and 242 were reviewed.

Fifteen (15) teacher files, five (5) undergraduate, five (5) post-baccalaureate, and five (5) ACP files, were reviewed for admission requirements. Ten (10) out of fifteen (15) files, 67%, contained a formal offer of admission letter. Four (4) of those files contained an admit date in the Educator Certification Online System (ECOS) that matched exactly the formal offer of admission letter. The remaining six (6) files just had the semester noted for which candidates were admitted. The program was notified that the effective date for the requirement of formal offer of admission was February 28, 2016 and the offer of formal admission must include an effective date which must correspond exactly to what is entered into ECOS.

Twelve (12) out of fifteen (15) teacher files, 80%, contained an admit date on the GPA spreadsheet that corresponded to the admit date in ECOS.

Eleven (11) out of fifteen teacher files, 73%, contained evidence of an application and interview scored on a rubric. Four (4) files did not contain an application and/or the interview scored on a rubric. [19 TAC §227.10(8)]



All, but one teacher file, 93%, met coursework, degree, and TSI requirements prior to admission. The program disclosed that it did not retain evidence of a degree for one ACP file reviewed. [19 TAC §227.10(a)(4)(A)-(C); 19 TAC §227.10(a)(6)]

Twenty-six (26) non-teacher class files were reviewed for admission requirements as follows: Five (5) each from the principal, school counselor, superintendent, school librarian and six (6) educational diagnostician files.

Nineteen (19) out of twenty-six (26) non-teacher files, 73%, contained a formal offer of admission letter. Of those, only ten (10) out of twenty-six (26) files, 38%, contained a formal offer of admission letter that either matched exactly to the admit date in the Educator Certification Online System (ECOS) or corresponded to the semester the candidate was admitted. Seven (7) out of twenty-six files, 27%, contained no evidence of a formal offer of admission letter. The program was notified that the effective date for the requirement of formal offer of admission was February 28, 2016 and the offer of formal admission must include an effective date which must correspond exactly to what is entered into ECOS.

Twenty (20) out of twenty-six (26) non-teacher files, 77%, contained an admit date on the GPA spreadsheet that corresponded to the admit date in ECOS. The remainder were either not found on a GPA spreadsheet for the year admitted, were on a GPA spreadsheet for a year other than the year for which they were admitted, or not found on a GPA spreadsheet at all.

All non-teacher candidates were admitted based on a degree or degree and GRE scores held prior to admission. [19 TAC §227.10(7)] One non-teacher file contained an out-of-country bachelor's degree at the time of admission. A transcript evaluation from an approved [Foreign Credential Evaluation Service](#) was provided, but TOEFL scores were not provided for that candidate. [19 TAC §227.10(7); 19 TAC §230.11(b)(5)(B)]

All teacher and non-teacher files were not granted test approval by the program until formally admitted, prior to transfer, or via the PACT route as required. It was noted that two (2) principal candidates seeking the 068 principal certificate did not test for the first time prior to December 31, 2018. Those candidates are now ineligible to take the 068 exam and must take the 268 exam to be standard certified as a school principal.

Admission requirements were not met by all programs within the EPP and related data were not always accurately reported to the Texas Education Agency as required by 19 TAC §229.3.

2. A review of candidate records revealed that candidate status, except for one teacher candidate that was never reported on a finisher list, in all programs were reported accurately in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment. It was noted that one educational diagnostician candidate reviewed was not uploaded in ECOS as "other enrolled" in the year admitted. That candidate was uploaded in ECOS as formally admitted in 2017, but first listed as "other enrolled" in 2015-2016. If they were uploaded as "other enrolled" in 2015-2016, then their admit date in ECOS should have corresponded to the 15-16 academic year and it did not. It was also noted that four (4) superintendent candidates were admitted and finished in the same year.



3. Candidate records for clinical teaching, internship, or practicum as required by 19 TAC Chapters 228, 239, 241, 242 were reviewed.

The teacher files revealed that eight (8) candidates had completed clinical teaching or internship. Four (4) files contained evidence of required field supervision with related electronic copies that corresponded exactly to what was reported in ECOS for observation frequency and duration. It was noted that one of the four (4) files was a candidate that completed clinical teaching prior to the requirement of observations for clinical teachers being uploaded into ECOS. The program provided the electronic documentation for that file. The EPP disclosed that it did not contain evidence of field supervision for three (3) files. In those instances TEA could only review the observations uploaded into ECOS. One of the three (3) files also did not contain observations in ECOS as required. The last file reviewed contained field supervision documents that corresponded to what was reported in ECOS for the first year of internship, but the program did not provide field supervision for the probationary extension. Observation data reported in ASEP was accurate for four (4) out of eight (8) teacher files, 40%, when compared with related documentation in candidate records. [19 TAC §228.35(g)(1)-(8); 19 TAC §229.3(f)(1)]

All observation data reported in ASEP was not accurate when compared with related documentation in candidate records.

The non-teacher observation files are not required to be uploaded into ECOS, but the program is required to maintain documentation of observations completed by the field supervisor [19 TAC §228.40(f)]. The non-teacher files revealed that eighteen (18) candidates had reached the point of practicum. None of the files reviewed completed a practicum while on an intern or probationary certificate.

Four (4) principal files reached the point of practicum. Placement could not be determined because it was not noted on the observation documents. All files contained evidence of three observations of 45 minutes conducted by the field supervisor during the 160 clock-hour practicum. None of the files contained evidence of an initial contact within the first three weeks of assignment or a pre- and post-observation conference for each formal observation as required. The observations were not standards-based. Rather, the formal observations were more of check-in meetings for what needed to be completed during the practicum. [19 TAC §228.35(h)(1)-(3); 19 TAC §241.55; 19 TAC §241.15]

Three (3) school counselor candidates had reached the point of practicum. It was noted that the field supervision provided was standards-based and the practicum placement occurred at accredited public or charter schools. The candidates were not observed three times as required. Only one file contained evidence of observations conducted by the field supervisor totaling 135 minutes, but that candidate was only observed by the field supervisor twice. The second file was observed twice, but the observations occurred on the same date. The third file contained two observations that did not total 135 minutes and that file completed the practicum during the summer months. [19 TAC §228.35(h)(1)-(3); 19 TAC §239.15]



All five (5) superintendent files had reached the point of practicum. Field supervision observation documents were provided for each file reviewed noting three observations occurring during the practicum. Three (3) out of five (5) files contained evidence that the observations totaled 135 minutes in duration. The other two did not contain evidence of duration. None of the files contained evidence of an initial contact within the first three weeks of assignment or a pre- and post-observation conference for each formal observation as required. The most recent file contained evidence that the meetings were standards-based, but the others did not. All contacts made were check-ins and not focused on standards observed. Three (3) out of five (5) files completed the practicum at public schools and Region 10 Education Service Center. All practicums are required to take place in public or private schools. [19 TAC §228.35(h)(1)-(3); 19 TAC §242.15]

Three (3) out of five (5) school librarians had reached the point of practicum. Two (2) candidates completed their practicum in public schools and it could not be determined where the third candidate completed their practicum because the location was not provided. The program disclosed that it did not retain evidence of practicum field supervision for those candidates. [19 TAC §228.35(h)(1)-(3); 19 TAC §239.55]

Three (3) out of five (5) educational diagnosticians reached the point of practicum. All candidates completed their practicum in public schools. Two (2) files contained evidence of four observations completed by the field supervisor and one (1) file contained evidence of five observations completed by the field supervisor. All files contained evidence that observations met the requirement of a total of 135 minutes in duration. The files did not contain evidence that observations were all standards-based. [19 TAC §228.35(h)(1)-(3); 19 TAC §239.83]

4. A review of candidate records revealed that eight (8) teacher candidates who received standard certificates met requirements as identified in 19 TAC Chapter 230.

Three (3) school counselor candidates reached standard certification and all three (3) met requirements. [19 TAC Chapter 230; 19 TAC §239.20]

Three (3) superintendent candidates reached standard certification. It was noted that a doctorate is required for standard superintendent certification, unless the candidate is in the superintendent ACP program. The two (2) files that did not contain evidence of doctorate earned were in the ACP program. One (1) file did not contain evidence of a service record noting required years of experience as a classroom teacher even though the candidate held a standard valid teaching certificate. A service record is not required for standard superintendent certification. [19 TAC Chapter 230; 19 TAC §242.20]

Three (3) school librarian candidates reached standard certification. All three (3) met all requirements. [19 TAC Chapter 230; 19 TAC §239.60]

Three (3) educational diagnosticians reached the point of standard certification. All candidates met standard certification requirements. It was noted that one of the educational diagnostician files contained evidence of a master's degree earned from another program, but the master's degree from the University of North Texas was not issued until after standard certification. [19 TAC Chapter 230; 19 TAC §239.84]



5. Not all records were retained by the University of North Texas as required. Specifically, observation documentation for candidates in internship, clinical teaching, or practicum were not retained for all candidates in all classes reviewed. Service records were not retained for some non-teacher files. [19 TAC §228.40(f)]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 9/1/2019:

- Require a formal offer of admission that states the effective date of formal admission and require candidate acceptance. Both must be in writing by mail, personal delivery, facsimile, email, or an electronic notification. [19 TAC §227.17(b)-(e)]
- When uploading candidates as admitted, ensure that the content exam is uploaded as “eligible” even though the candidate may have passed the exam via the pre-admission content test (PACT) route or at another EPP in the case of transfer candidates.
- Require any out-of-country applicants to meet English language proficiency skills prior to admission. This includes a transcript evaluation from an approved [Foreign Credential Evaluation Service](#) and TOEFL scores that meet requirements. The current TOEFL acceptable TOEFL score is Speaking 24, Listening 22; Reading 22, and Writing 21. [19 TAC §227.10(a)(7); 19 TAC §230.11(b)(5)(A-C)]
- Consider updating screening instruments as needed to more accurately determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Principal and superintendent applicants are required to have screening activities.
- Ensure the admit date on the GPA spreadsheets submitted each academic year for accountability purposes correspond exactly to the admit date reported in ECOS for every candidate. [19 TAC §229.3(f)(1); TEC §21.045(b)]
- Notify any principal candidate that was admitted under the 068 principal certificate and that has not tested for the first time for the 068 principal exam by December 31, 2018 that they are now ineligible for that certificate. They must register for and take the 268 principal exam. Information is found on the [Principal Certification Redesign](#) page of the TEA website.
- Require that all observations, for teacher candidates completing internships or clinical teaching, are uploaded into ECOS and that the observation documents retained by the program correspond exactly to what is uploaded into ECOS for frequency and duration.



- Require that all non-teacher candidates are observed three times by the field supervisor, during the first, second, and third third of the practicum. Require an initial contact within the first quarter of practicum assignment. Require a pre- and post-observation conference before and after each formal observation by the field supervisor. Require all observations conducted by the field supervisor to be standards-based. [19 TAC §228.35(h)(1)-(3); 19 TAC §241.15; 19 TAC §239.15; 19 TAC §242.15; 19 TAC §239.55; 19 TAC §239.83]
- Consider creating and using an observation document for field supervisors that work with non-teacher classes like the one used for teacher candidates with the specific standards required for each non-teacher class. Include the placement, the date that the initial contact occurs, the date each pre- and post-observation conference is held, and the start & end times for each observation.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 1, 2019”.

_____ Signature of Legal Authority	_____ Date
_____ Printed Name of Legal Authority	_____ Date