



**University of Texas – Rio Grande Valley  
2019 – 2020 Continuing Approval Review Report**

**PURPOSE**

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Desk Review of the educator preparation program (EPP) for the University of Texas – Rio Grande Valley on April 17, 2020. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Alma D. Rodriguez was identified as the program Legal Authority and Erica Villarreal, Certification Officer, was identified as the primary EPP contact for the review process. The University of Texas – Rio Grande Valley (UTRGV) was approved as an EPP on June 8, 1968 as the University of Texas-Pan American. At the time of the review, the EPP was Accredited. At the time of the review, UTRGV was approved to certify candidates in the following classes: Teacher, Educational Diagnostician, Principal as Instructional Leader (PIL), Reading Specialist, School Counselor, and Superintendent.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. Next Steps were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Dr. Alma D. Rodriguez, Legal Authority, Erica Villarreal, Certification Officer, and Dr. Jim Telese, Associate Dean for Assessment and Accreditation.

**DATA ANALYSIS**

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on March 18, 2020. Additional EPP documents, including records for 46 candidates, were submitted on April 17, 2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



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**FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS**

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement and no follow up is required.

**COMPONENT I: GOVERNANCE – 19 TAC §228**

**Findings**

Governance was not reviewed by TEA. TEA relied on self-reported information contained within the Status Report to determine compliance.

- It was self-reported in the Status Report that the advisory committee meets twice per year and the advisory committee membership composition met minimum requirements. [19 TAC §228.20(b)]
- Based on the Status Report information provided, UT RGV is in compliance with the frequency of advisory committee meetings. TAC identifies that the advisory committee “shall assist in the design, delivery, evaluation, and major policy decisions of the EPP”. The Status Report reflected that the EPP meets requirements. [19 TAC §228.20(b)]
- UTRGV self-reported in the Status Report that their advisory committee members had received training concerning their roles and responsibilities. [19 TAC §228.20(b)]
- The Dean and Legal Authority, Dr. Alma D. Rodriguez, participated in all aspects of the EPP review and has provided sufficient support/resources to the EPP programs. [19 TAC §228.20(c)]
- UTRGV staff submitted an amendment to the program requiring a 21-hour minor for candidates seeking all-level and secondary certification on June 15, 2018. The EPP also created new requirements for the Reading Specialist program on June 15, 2018 requiring candidates to graduate from the UTRGV Reading and Literacy M.Ed. program and meet all admission/program requirements for the Reading Specialist certificate. Both amendments were submitted and approved by TEA as required. [19 TAC §228.20(f)]
- UTRGV provided links to its published calendar of activities for each program. That information is also contained within the handbook provided to candidates. The EPP met the requirement as prescribed. [19 TAC §228.20(g)]
- UTRGV submitted the Status Report for the 2019-2020 EPP Review on March 18, 2020 as required. [19 TAC §228.10(b)(1)]
- UTRGV is approved to offer clinical teaching. That approval was a result of the clinical teaching approval transferring from UT-Pan Am to UT RGV. [19 TAC §228.10(c)]



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**Compliance Issues to be Addressed (Next Steps):**

- None.

**Recommendations:**

- To increase attendance at advisory committee meetings, where appropriate, consider issuing Continuing Professional Education (CPE) certificates to advisory committee members for their participation.

Based on the evidence presented, the University of Texas - Rio Grande Valley is in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

**COMPONENT II: ADMISSION - 19 TAC §227.10**

**Findings**

- UTRGV is required to inform applicants about the required information about the EPP. Admission requirements are posted on the website for each program. The program met the requirement as prescribed. The effects of supply and demand were posted on the website for the teacher and reading specialist programs only. The program did not meet the requirement as prescribed. The performance of the EPP over the past five years was posted on the website. The program met the requirement as prescribed. The EPP met the requirements as prescribed, except for the effects of supply and demand for all certification classes. [19 TAC §227.1(c)(1); 19 TAC §227.1(c)(2); 19 TAC §227.1(c)(3)(A); 19 TAC §227.1(c)(3)(B)]
- UTRGV has informed applicants and candidates of the required information regarding criminal history. The information was found on the website. The program met the requirement as prescribed. [19 TAC §227.1(d)]
- Candidates have met the required institution of higher education (IHE) enrollment or degree requirements prior to admission. All teacher candidates were admitted to the university when they were admitted to the EPP. All non-teacher candidates had a minimum of a bachelor's degree at the time of admission. All superintendent candidates held a master's degree, as required, at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Out-of-country applicants are required to submit a transcript evaluation from an approved transcript review service. The program had two out-of-country applicants. A teacher and an educational diagnostician. UTRGV provided the transcript evaluation for one out-of-country teacher candidate and for the educational diagnostician candidate. The services used were Foreign Credentials Academic Services and Worldwide Education Consult Services, Inc. The program met the requirement as prescribed. [19 TAC §227.10(f)]



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- A minimum of a 2.5 GPA is required for admission to an EPP. UTRGV requires a 3.0 GPA for admission. The teacher GPA range was 3.09-3.75. The non-teacher class applicants that have less than a 3.0 GPA are reviewed on a case-by-case basis and a determination is made regarding admission. This information is posted on the website. The principal/PIL GPA range was 3.34-4.0. The school counselor GPA range was 2.94-3.82. Six counselor candidates that were admitted were not school counselor candidates and should not have been admitted to the EPP because they were not seeking certification. The superintendent GPA range was 2.58-3.85. The reading specialist GPA range was 3.46-3.89. The educational diagnostician GPA range was 3.04-4.0. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission. All five teacher candidates had the required content hours in subject-specific coursework on their transcripts at the time of admission, 12-hours, or 15-hours if in math or science at grades 7 or above. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- All non-teacher candidates held the required bachelor's degree at the time of admission. The superintendent candidates held a master's degree as required. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants are required to demonstrate basic skills prior to admission. All teacher candidate files contained evidence of the ACT, TSI, or THEA. All non-teacher candidates met the requirement with the degree. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants are required to demonstrate proficiency in English language skills prior to admission. All files reviewed contained evidence of a transcript from an accredited IHE. One educational diagnostician held a bachelor's degree from a country whose language is not English but held a master's degree from UTRGV prior to admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- Applicants are required to be screened prior to admission. Principal and superintendent applicants are required to have more than one screen. All teacher files reviewed were screened with a Teacher Appropriateness screen with descriptors and levels of proficiency noted that was scored by three evaluators. Teacher files reviewed met the requirement as prescribed. Principal/PIL files reviewed were screened with an interview and a presentation screen scored on a rubric with descriptors and levels of proficiency noted that was scored by two evaluators. Principal/PIL files reviewed met the requirement as prescribed. School counselor files reviewed were screened with an interview and were required to submit a writing sample. Both were scored by two evaluators. School counselor files met the requirement as prescribed. The superintendent files reviewed were screened with an interview scored on a rubric with levels of proficiency noted and scored by two evaluators. There was only one screen for superintendent files reviewed. The superintendent program did not meet the requirement



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as prescribed. Reading specialist files reviewed were screened with an interview scored on a rubric. Reading specialist files met the requirement as prescribed. Educational diagnostician files reviewed were required to be screened with an interview. One out of ten (10%) of the files reviewed met the requirement. The educational diagnostician program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5(c); 19 TAC §241.45(c); 19 TAC §242.5(c)]

- All applicants are required to submit an application. All teacher and non-teacher files contained evidence of an application. One reading specialist file did not contain an application. The reading specialist program was 80% compliant. All other programs were 100% compliant. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- Applicants are required to meet additional admission requirements. The principal/PIL program requires a resume and letter of intent. Eight out of ten files (80%) met the requirement. One file contained no resume and one file contained no letter of intent. The school counselor program requires a personal statement, resume, and three letters of recommendation. All files reviewed contained all evidence. The superintendent program requires a personal statement, two letters of recommendation, and a resume. All files reviewed contained the required items. The reading specialist program requires a resume, personal statement, and two letters of recommendation. All files reviewed contained the required items. The educational diagnostician program requires a personal statement, two letters of recommendation, and a resume. Nine out of ten (90%) met the requirement as prescribed. One file did not contain letters of recommendation. The program met the requirement as prescribed. [19 TAC §227.10(b)]
- All applicants must be formally or contingently admitted. All teacher candidates were formally admitted. All principal/PIL candidates were formally admitted. All school counselor candidates were formally admitted. All superintendent candidates were formally admitted. All reading specialist candidates were formally admitted. The programs met the requirement as prescribed. Only one out of ten (10%) of educational diagnostician candidates were formally admitted. The program did provide a document that described the formal admission process for educational diagnosticians, but the candidates admitted did not contain the evidence. The educational diagnostician program did not meet the requirement as prescribed. [19 TAC §227.17]
- All candidates must be admitted prior to beginning coursework and training or receiving approval to test. All candidates were formally admitted prior to beginning coursework per testing history and degree plans/transcripts. The program met the requirement as prescribed. [19 TAC §227.17(f)]



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**Compliance Issues to be Addressed (Next Steps):**

- 19 TAC §227.1(c)(3)(A) U-TRGV did not inform all applicants about the effects of supply and demand.  
Action: Provide information about the effects of supply and demand for all applicants. Post that information on the website so it is available to all applicants.
- 19 TAC §227.10(a)(8) Educational diagnosticians were not screened prior to admission.  
Action: Utilize the interview screen currently in place for educational diagnosticians and require all educational diagnostician applicants to be screened. Retain evidence in each candidate file for auditing purposes.
- 19 TAC §227.10(a)(8) & 19 TAC §242.5(c) Superintendents were not screened with more than one screen.  
Action: Develop another screen for superintendent applicants. Require all applicants to be screened with the interview scored on the rubric and the additional screen. Retain evidence in each candidate file for auditing purposes. Provide TEA with the additional screen as evidence of compliance.
- 19 TAC §227.17 Educational diagnosticians were not formally admitted to UTRGV.  
Action: Require educational diagnosticians to be formally admitted to the UTRGV educator preparation program. Notify each applicant in writing of the formal offer of admission. Require the applicant to accept the offer of admission in writing. The effective date of formal admission shall be included in the offer of formal admission. Retain the evidence in each candidate file for auditing purposes.

**Recommendations:**

- Strongly consider posting required information in one place on the UTRGV website so that anyone who may be considering admission to any program can easily locate that information on the UTRGV website.

Based on the evidence presented, the University of Texas – Rio Grande Valley is not in compliance with 19 TAC §227.10 - Admission Criteria.

**COMPONENT III: CURRICULUM – 19 TAC §228.30**

**Findings**

Curriculum was not reviewed by TEA. TEA relied on self-reported information contained within the Status Report to determine compliance.

- UTRGV submitted degree plans and transcripts for each file reviewed as evidence of compliance that the curriculum is based on educator standards for the files reviewed. The curriculum addresses relevant TEKS. TEA relied on information provided within the Status Report to determine compliance. The program met the requirement as prescribed. [19 TAC §228.30(a)]





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- UTRGV uses assessments to measure candidate progress. The program provided an Early Childhood Performance assessment based on standards, the associated rubric, and student sample as evidence of compliance. The program also provided a PIL assessment based on the PIL Pillars and the associated rubric as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.40(b)]
- The UTRGV curriculum is research-based. The program identified a research-based curriculum used in the development of all curriculum for all certification fields and classes in the Status Report submitted. The program met the requirement as prescribed. [19 TAC §228.30(b)]
- The Educator Code of Ethics is taught in identified coursework to all candidates in all certification classes. [19 TAC §228.30(c)(1)]
- Instruction in reading is taught in identified coursework to all candidates in all classes. [19 TAC §228.30(d)(2)]
- Instruction in dyslexia is taught to all candidates in all classes in identified coursework. [19 TAC §228.30(c)(2)]
- Instruction in mental health, substance abuse, and youth suicide is provided to all candidates in all classes by SAMHSA in a document entitled *Addressing Risk of Violent Behavior in Youth* along with other coursework in identified courses. [19 TAC §228.30(c)(3)]
- The skills that educators are required to possess and the responsibilities that educators are required to accept are taught in identified coursework to all candidates, except the educational diagnostician certification class. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(4)]
- The high expectations for students in the state are taught in identified coursework to candidates in all certification classes. [19 TAC §228.30(c)(4)]
- The importance of building strong classroom management skills is taught in identified coursework to all candidates, except for the educational diagnostician certification class. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(5)]
- The framework for teacher and principal evaluation is taught in identified coursework to candidates in all certification classes, except the educational diagnostician class. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(6)]
- Appropriate relationships and boundaries are taught in identified coursework to candidates in all certification classes, except for the educational diagnostician class. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(7)]
- Instruction in digital literacy is taught in all certification classes, except for the educational diagnostician class. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(8)]



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**Compliance Issues to be Addressed (Next Steps):**

- 19 TAC §228.30(c)(4) The educational diagnostician certification class did not receive instruction in the skills that educators are required to possess and the responsibilities educators are required to accept.  
Action: Require educational diagnostician candidates to receive instruction in the skills that educators are required to possess and the responsibilities educators are required to accept. Identify the course(s) where the topic is taught and retain evidence that candidates received instruction in each candidate file for auditing purposes.
- 19 TAC §228.30(c)(5) The educational diagnostician certification class did not receive instruction in the importance of building strong classroom management skills.  
Action: Require educational diagnostician candidates to receive instruction in the importance of building strong classroom management skills. Identify the course(s) where the topic is taught and retain evidence that candidates received instruction in each candidate file for auditing purposes.
- 19 TAC §228.30(c)(6) The educational diagnostician certification class did not receive instruction in the framework for teacher and principal evaluation.  
Action: Require educational diagnostician candidates to receive instruction in the framework for teacher and principal evaluation. Identify the course(s) where the topic is taught and retain evidence that candidates received instruction in each candidate file for auditing purposes.
- 19 TAC §228.30(c)(7) The educational diagnostician certification class did not receive instruction in appropriate relationships and boundaries.  
Action: Require educational diagnostician candidates to receive instruction in appropriate relationships and boundaries. Identify the course(s) where the topic is taught and retain evidence that candidates received instruction in each candidate file for auditing purposes.
- 19 TAC §228.30(c)(8) The educational diagnostician certification class did not receive training in instruction in digital literacy.  
Action: Require educational diagnostician candidates to receive instruction in digital literacy, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must: (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website; (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and (C) include resources to address any deficiencies identified by the digital literacy evaluation. Identify the course(s) where the topic is taught and retain evidence that candidates received instruction in each candidate file for auditing purposes.

**Recommendations:**

- None.





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Based on the evidence presented, the University of Texas – Rio Grande Valley is not in compliance with 19 TAC §228.30-Curriculum.

**COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – 19 TAC §228.35**

**Findings**

- UTRGV provides candidates with adequate preparation and training. Degree plans and transcripts for each file reviewed served as evidence of compliance. The testing history in the Educator Certification Online System (ECOS) for each file reviewed and the certification benchmark provided for candidates that reached the point of standard certification served as evidence of compliance. [19 TAC §228.35(a)(1)]
- UTRGV coursework and training is sustained, rigorous, intensive, interactive, candidate-focused, and performance-based. Degree plans and transcripts for each file reviewed served as evidence of compliance. [19 TAC §228.35(a)(2)]
- Candidates complete coursework and training prior to EPP completion and standard certification. Three out of five teacher candidates reached the point of standard certification. Four out of ten principal/ PIL candidates reached the point of standard certification. One out of 11 school counselor candidates reached the point of standard certification. Six counselor candidates should not have been in the system at all because they were clinical/mental health counselors. None of the superintendent candidates reached the point of standard certification. Three out of five reading specialists reached the point of standard certification. Seven out of ten educational diagnostician candidates reached the point of standard certification. All candidates completed coursework and training prior to EPP completion and standard certification per degree plans/transcripts reviewed. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- UTRGV does not have procedures in place for allowing relevant military experiences in all classes of certification. The program had requirements posted on the teacher certification website, but not for any other class of certification. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(5)(A)]
- UTRGV does not have procedures in place for allowing prior experience, education, or training in all classes of certification. The program had procedures posted on the website for the teacher class, but not for any other class of certification. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(5)(B)]
- UTRGV identified that the educational diagnostician program is offered 100% online. The program provided Quality Matters (QM) documentation and evidence stating that the online training meets criteria set for accreditation, quality assurance, and/or compliance with one of the required accrediting entities. The program is not currently admitting any new educational diagnostician candidates. The program met the requirement as prescribed. [19 TAC §228.35(a)(6)(B)]



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- Candidates for initial teacher certification received the required number of hours of coursework and training. The degree plans and transcripts were reviewed and served as evidence of compliance for five undergraduate candidates. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Four out of five teacher candidates have completed field-based experiences (FBEs) in coursework prior to clinical teaching. The identified courses were EDCI 5304.11, 3335, 3336, 3331, 3332, and UTeach coursework. The documented FBE range was 30.04-38.51 hours. The program met the requirement as prescribed. [19 TAC §228.35(b)(1)]
- FBEs completed by teacher candidates met the hours requirement of 30 clock-hours because the documented FBE range was 30.04-38.51 hours. All FBEs were in public schools with instruction by content certified teachers, actual students in classrooms with identity-proof provisions, and written reflections were completed by each candidate as required. The FBEs completed were in more than one setting for each file reviewed as required. The interactive FBEs could not be determined from the candidate logs provided. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(1)(A)]
- The teacher candidates completed FBEs and coursework prior to clinical teaching. The transcripts noting coursework and FBEs completed for each file reviewed served as evidence of compliance. [19 TAC §228.35(b)(2)]
- The required pre-service coursework allows teacher candidates to demonstrate proficiency in the identified topics. The transcripts for each file reviewed noting coursework completed served as evidence of compliance. [19 TAC §228.35(b)(2)(A-J)]
- Candidates seeking initial certification in a class other than classroom teacher must complete 200 clock-hours of coursework and training. Degree plans and transcripts for all non-teacher files (principal/PIL, school counselor, superintendent, reading specialist, and educational diagnostician) served as evidence of compliance. [19 TAC §228.35(c)]
- Candidates seeking initial teacher certification must complete 14-weeks of clinical teaching. Four out of five files reached clinical teaching. Placement information including the start and end dates, grade level, subject area, cooperating teacher & field supervisor assigned, and clinical teaching logs served as evidence of compliance for all files reviewed. [19 TAC §228.35(e)(2)(A)]
- Teacher candidates were required to demonstrate proficiency in standards. Observation records for teacher files reviewed with standards met and levels of proficiency noted served as evidence of compliance for the files reviewed. [19 TAC §228.35(e)(2)(A)(iii)]
- Cooperating teachers and field supervisors are required to provide recommendations to the EPP regarding candidate success in clinical teaching. The EPP provided the document used at the end of clinical teaching with signatures from the cooperating teacher and field supervisor affirming that the candidate was successful in clinical teaching for three of the four candidates as required. The fourth completed clinical



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teaching prior to the requirement and recommendations were not required. [19 TAC §228.35(e)(2)(A)(iii)]

- All the teacher candidates received coursework and training in the certificate sought. Degree plans and coursework completed served as evidence of compliance that candidates received training in the area of certification sought for five teacher files reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training is required to include experiences with a full range of professional responsibilities including the start of the school year. The evidence was found in the FBE logs for those that started clinical teaching in January and the clinical teaching records for the files reviewed. [19 TAC §228.35(e)(4)]
- All the clinical teaching assignments were in public schools. Information used as evidence included placement information, district name, campus name, grade level, subject area, clinical teacher, and mentor assigned for the files reviewed. [19 TAC §228.35(e)(6-7)]
- Non-teacher candidates are required to complete a 160 clock-hour practicum. Five out of ten principal/PIL candidates reached the point of practicum and completed more than the required hours. All completed the practicum face-to-face in EDUL 6390 and 6391. One school counselor candidate completed the 160-clock hour practicum. The log was provided as evidence of compliance. Two out of five superintendent candidates completed the 160 clock-hour practica. Logs were provided as evidence of compliance. All five reading specialists completed the 160 clock-hour practica in RLIT 6356. Four out of five (80%) met the 160 clock-hour requirement. One candidate completed 157.18 hours only. All ten educational diagnosticians completed the 160 clock-hour practica in ESPY 6390. Nine out of ten (90%) met the 160 clock-hour requirement. Documentation was not provided for one file. The placement could not be determined for any educational diagnostician because the documentation was not provided. The program met the requirement as prescribed for all non-teacher files reviewed, except the educational diagnostician class. [19 TAC §228.35(e)(8)]
- Candidates in the non-teacher class must demonstrate proficiency in the specific educator standards during the practicum. Evidence was found in the observation documents for in the principal/PIL, school counselor, and superintendent files reviewed. Evidence of demonstrating proficiency in the standards was found in one out of five (20%) of reading specialist files reviewed and in none of the educational diagnostician files reviewed. The program met the requirement as prescribed for all non-teacher files, except the reading specialist and educational diagnostician classes of certification. [19 TAC §228.35(e)(8)]
- Field supervisors and site supervisors are required to provide recommendations to the EPP regarding candidate success in the practicum. Evidence was not found for any candidate that reached the point of practicum and completed the 135 minutes of field



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supervision to indicate that the practicum was successful. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]

- Candidates placed in clinical teaching or practicum are required to be assigned a cooperating teacher or site supervisor. All teacher candidates that reached the point of clinical teaching were assigned a cooperating teacher. All principal/PIL, school counselor, superintendent, reading specialists that reached the point of practicum were all provided with a site supervisor. All ten educational diagnosticians reached the point of practicum, but only eight out of ten (80%) were assigned a site supervisor. The program met the requirement as prescribed for all non-teacher classes. [19 TAC §228.35(f)]
- Cooperating teachers and site supervisors are required to have the required credentials. Three out of four (75%) of the teacher candidates had a cooperating teacher with the required credentials. The principal/PIL program provided partial credentials for its site supervisors. Only the current certifications were provided for the site supervisors assigned to candidates. Evidence of accomplishment as an educator as shown by student learning was not provided. The site supervisor for the school counselor had the required credentials, but evidence of accomplishment as an educator as shown by student learning was not provided. The site supervisors for the superintendent candidates contained evidence of required credentials, but the years of experience were not provided for each. Evidence for site supervisors for the reading specialist candidates only included credentials, but evidence of accomplishment as an educator as shown by student learning was not provided. No evidence that any of the site supervisors assigned to educational diagnostician candidates held the required credentials was provided. The program did not meet the requirement as prescribed for any certification class. [19 TAC §228.2(12); 19 TAC §228.2(31)]
- Cooperating teachers and site supervisors must be trained within the first three weeks of assignment to a candidate. All four cooperating teachers assigned to candidates that reached clinical teaching were trained. Evidence in the form of dated training was provided for each file reviewed. All five principal/PIL site supervisors were trained. Dated signatures to evidence that training occurred were provided for each. The site supervisor assigned to the counselor candidate was trained. A dated signature that training occurred was provided as evidence. The two site supervisors assigned to superintendent candidates were trained. Dated signatures that training occurred was provided as evidence. The reading specialist and educational diagnostician site supervisors were not trained as required. The program met the requirement as prescribed in all classes, except for the reading specialist and educational diagnostician classes. [19 TAC §228.2(12); 19 TAC §228.2(31)]
- All candidates in clinical teaching or practicum must be assigned to a field supervisor. All teacher, principal/PIL, counselor, superintendent, and reading specialist candidates that reached clinical teaching or practicum were assigned a field supervisor. Nine out of ten



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(90%) of the educational diagnostician candidates were assigned a field supervisor. The program met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- Field supervisors must have the required credentials. The field supervisors assigned to teacher candidates all contained a resume with experience noted, required valid certification, and more than three years of experience. All field supervisors assigned to the principal/PIL candidates all had the required credentials. Certification as a principal/superintendent resumes with years of experience noted, and more than three years of experience was provided as evidence for each. The field supervisor assigned to the school counselor candidate had the required credentials. Certification as a school counselor, a resume with years of experience noted, and more than three years of experience was provided as evidence. All superintendent, reading specialist, and nine out of ten (90%) of the educational diagnostician field supervisors assigned to candidates held the required credentials. Certification in the certification class assigned, a resume with years of experience noted, and more than three years of experience was provided as evidence for each. [19 TAC §228.2(16)]
- Field supervisors must be trained within the first three weeks of assignment to a candidate. All four field supervisors assigned to teacher candidates contained evidence of T-TESS and local EPP training as required. The five principal/PIL field supervisors contained evidence of dated T-TESS training, but no local training. Field supervisors for principal/PIL candidates did not meet requirements as prescribed. The school counselor field supervisor received T-TESS training, but not local training, and did not meet the requirement as prescribed. The field supervisors assigned to the superintendent candidates did not receive local or statewide training and did not meet the requirement as prescribed. The field supervisor assigned to the reading specialist candidates received local training and T-TESS training and met the requirement as prescribed. The field supervisors assigned to the educational diagnosticians did not receive local or statewide training and did not meet the requirement as prescribed. The teacher candidate field supervisors met the training requirement as prescribed, but the non-teacher field supervisors did not. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Initial contact is required within the first three weeks of clinical teaching and the first quarter of the practicum for the non-teacher class of certification. All teacher candidates received the first contact within the first three weeks of the assignment. Dated observation records with first contact noted were provided for each. All principal/PIL candidates received the first contact within the first quarter of the assignment. Dated observation documents with the first contact noted were provided for each. The school counselor candidate did not receive the first contact by the field supervisor within the first quarter of the assignment as required and did not meet the requirement as prescribed. The superintendent candidates did not receive the first contact by the field supervisor within the first quarter of the assignment as required and did not meet the requirement as prescribed. The program provided a document stating that all reading specialists



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enrolled in RLIT 6356 in the Fall semester and 6357 in the Spring semester attend weekly sessions. The first class within one week of the beginning of the semester included information regarding practicum experience requirements and expectations. Candidates received a handout with practicum and certification instructions at that time. While the program provided the document, it did not provide evidence, such as a syllabus, that each candidate had the first contact with their specific field supervisor at that time. The reading specialist program did not meet the requirement as prescribed. None of the educational diagnosticians received the first contact within the first quarter as required. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- For teacher candidates, a pre- and post-observation conference is required at each formal observation. Each formal observation must be 45 minutes in duration with the first occurring within the first third of the clinical teaching assignment. A total of three formal observations are required and written feedback is required. UTRGV requires four observations. Each file reviewed contained evidence of a pre- and post-observation conference for each of the four observations. Each candidate received written feedback of instructional practices observed and a copy of each observation document was provided to the candidate, the cooperating teacher, and field supervisor. Original observation documentation signed by the candidate, field supervisor, and cooperating teacher served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(g)(1-2) & (7)]
- For non-teacher candidates, a pre- and post-observation conference is required at each formal observation. Observations must total 135 minutes in duration throughout the practicum, conducted by the field supervisor, and occur within the first, second, and final third of the practicum. The principal candidates all had a pre- and post-observation conference. All, but one candidate was observed three times. One candidate only had documentation for one observation. All observations were completed within a month and were not spread across the entire practicum and totaled more than 135 minutes in duration. The principal program did not meet the requirement as prescribed. The counselor candidate received three observations by the field supervisor. Each observation contained a pre- and post-observation conference. The duration totaled 145 minutes and occurred within the first, second, and final third of the practicum. While the observations were standards-based, levels of proficiency were not identified. The counselor program met the requirement as prescribed. One of the two superintendent candidates had a pre- and post-observation conference and the other only had a pre-observation conference. Both only contained evidence of one observation and did not meet the requirement as prescribed. The reading specialist files did not contain evidence of a pre- or post-observation conference at each formal observation. All contained evidence of three observations but did not occur within the first, second, and final third of the practicum as required. All observations totaled 135 minutes in duration. The reading specialist program did not meet the requirement as prescribed. The educational





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diagnostician candidates did not have a pre- or post-observation conference at each formal observation by the field supervisor. The observations totaled 135 minutes in duration or more but did not occur within the first, second, and final third of the practicum. The educational diagnostician program did not meet the requirement as prescribed. [19 TAC §228.35(h)(1-3)]

- The field supervisor must provide a copy of the written observation feedback to the required individuals. Evidence that observation copies were distributed was found in all files reviewed for the teacher, principal, counselor, reading specialist, and educational diagnostician classes, except for the superintendent files reviewed. The program met the requirement as prescribed, except in the superintendent class. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Candidates must receive informal observations and coaching as appropriate. Teacher candidates received informal observations and support in the form of emails and text messages. Principal/PIL candidates received informal observations support in person, via email, and phone. Superintendent candidates received informal observations and support via email. The school counselor and reading specialist candidates did not receive informal observations or support. The program met the requirement as prescribed in all certification classes, except for the school counselor and reading specialist classes. [19 TAC §228.35(g); 19 TAC §228.35(h)]

**Compliance Issues to be Addressed (Next Steps):**

- 19 TAC §228.35(a)(5)(A) UTRGV must develop and implement specific criteria and procedures that allow military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements provided that the military service, training, or education is directly related to the certificate being sought.  
Action: Implement specific criteria and procedures that allow military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought. Post the information on the website so it is visible to everyone.
- 19 TAC §228.35(a)(5)(B) must develop and implement specific criteria and procedures that allow candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought.



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Action: Implement specific criteria and procedures that allow candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought. Post the information on the website so it is visible to everyone.

- 19 TAC §228.35(e)(1)(A) Teacher candidates did not complete field-based experiences as required.

Action: Provide field-based experiences for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship or clinical teaching. (A) Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation. (B) Up to 15 clock-hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based methods. Field-based experience provided by the use of electronic transmission or other video or technology-based method must include (i) direction of the EPP; (ii) authentic school settings in an accredited public or private school; (iii) instruction by content certified teachers; (iv) actual students in classrooms/instructional settings with identity-proof provisions; (v) content or grade-level specific classrooms/instructional settings; and (vi) written reflection of the observation. Retain evidence in each candidate file as evidence of compliance.

- 19 TAC §228.35(e)(8) Educational diagnosticians did not complete the practicum as required.

Action: Require educational diagnostician candidates to demonstrate proficiency in each of the educational diagnostician standards and require the candidates to complete the 160-clock hour practicum in an actual school setting. Retain evidence in each candidate file for auditing purposes.

- 19 TAC §228.35(e)(8); 19 TAC §239.92; 19 TAC §239.83 Reading specialists and educational diagnostician candidates did not demonstrate proficiency in the educator standards during the practicum.

Action: Require reading specialist and educational diagnostician candidates to demonstrate proficiency in the standards for the certificate sought during the practicum.



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Retain the completed standards-based observation instrument with levels of proficiency identified for each candidate for auditing purposes.

- 19 TAC §228.35(e)(8)(D) Field supervisors and site supervisors did not recommend to the EPP that the candidate should be recommended for the standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.  
Action: Require each field supervisor and site supervisor to recommend in writing to the EPP that the candidate was or was not successful in the practicum. Retain evidence in each candidate file for auditing purposes.
- 19 TAC §228.2(12) Cooperating teachers assigned to teacher candidates did not have the required credentials.  
Action: Require each cooperating teacher to be an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. Retain evidence in each candidate file for auditing purposes.
- 19 TAC §228.2(31) Site supervisors did not have the required credentials.  
Action: Require each site supervisor to be an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor. Retain evidence in each candidate file for auditing purposes.
- 19 TAC §228.2(31) The reading specialist and educational diagnostician site supervisors were not trained within the first three weeks of assignment as required.  
Action: Require site supervisors for the reading specialist and educational diagnostician classes of certification to receive training within the first three weeks of assignment to



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candidates. Retain evidence of completed training in each candidate file for auditing purposes.

- 19 TAC §228.35(h) Field supervisors for the non-teacher class did not receive training as required.  
Action: Require field supervisors to be trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. Retain evidence of local field supervisor training and state-wide field supervisor training in each candidate file for auditing purposes. If using T-TESS training in place of state-wide field supervisor training, require a new training certificate to be provided each year.
- 19 TAC §228.35(h) Candidates in the school counselor, superintendent, reading specialist, and educational diagnostician non-teacher classes of certification did not receive an initial contact within the first quarter of the assignment.  
Action: Require the initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate to occur within the first quarter of the assignment. Retain evidence, such as a field supervisor contact log or the observation document, with the first contact date and method used to make that contact, in each candidate file for auditing purposes.
- 19 TAC §228.35(h)(1-3) Formal observations for the non-teacher class did not meet the requirements for formal observations.  
Action: Required that for each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference needs to be onsite. Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor. If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by the use of electronic transmission or other video or technology-based methods. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference. Regardless of the type of certificate held by a candidate during a practicum, an EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum. Retain observation documentation in each candidate file for auditing purposes.



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- 19 TAC §228.35(h) UTRGV did provide a copy of the written feedback of each formal observation to the candidate's site supervisor in the superintendent class.  
Action: Require the site supervisor for each superintendent candidate to receive a copy of each formal observation conducted by the field supervisor. Retain the evidence in each candidate file for auditing purposes.
- 19 TAC §228.35(h) School counselor and reading specialist candidates did not receive informal observations and ongoing support.  
Action: Require school counselor and reading specialist candidates to receive informal observations and ongoing support as appropriate. Retain evidence in each candidate file for auditing purposes.

**Recommendations:**

- Strengthen the school-counselor observation instrument to more clearly identify standards observed and levels of proficiency rather than an instrument that identifies the overarching standard with a section for the field supervisor to write in comments to ensure that the standards observed are more accurately captured by the field-supervisor and that the candidate knows specifically what to work on for the next observation.
- Continue to ensure that all non-teacher class candidates are assigned a qualified site supervisor.
- Continue to ensure that all non-teacher class candidates are assigned a qualified field supervisor.

Based on the evidence presented, the University of Texas – Rio Grande Valley is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

**COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40**

**Findings**

- UTRGV has provided a document that it has established benchmarks to measure candidate progress. The EPP identified benchmarks and performance assessments incorporated in coursework and clinical teaching for teacher candidates. The EPP also listed the courses identified. However, the program only provided the candidate exit survey for four out of five teachers as evidence of compliance. One out of ten educational diagnostician files contained a score report for the TExES exam. That is one benchmark only. For the principal/PIL program, the program provided a Faculty Quality document for all ten candidates. That document was not a benchmark. The five reading specialist candidate files contained a completed questionnaire document, but it is not a benchmark. Only five out of 11 school counselor candidates were seeking school counselor certification. Of those five, only one file contained evidence of a professor



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evaluation and that was not a benchmark. The remaining four files did not contain evidence of benchmarks. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]

- UTRGV has structured assessments to measure candidate progress. The EPP provided a document that discussed pass rates for the principal/PIL and superintendent program as evidence of compliance, but not for any other program. While the program did not provide specific documentation for each candidate in each certification field or class, it did provide two specific examples of performance assessments. The program provided a PIL performance assessment and an Early Childhood performance assessment as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- UTRGV does not have processes to ensure that candidates are prepared to be successful in their certification exams. The program provided a document reflecting that two superintendent candidates had met criteria for testing, but not for any other candidate. The program did not meet the requirement as prescribed. [19 TAC §228.40(b)]
- UTRGV does not grant test approval to individuals until they have been formally or contingently admitted to the EPP as required. The evidence used was candidate records noting the date of admission and the corresponding date that testing eligibility/approval was granted for all files reviewed. The program met the requirement as prescribed. [19 TAC §228.40(d)]
- While UTRGV provided a document with data used to evaluate each program within the EPP but did not provide evidence that the advisory committee reviewed or assisted in the evaluation of that data. The program did not meet the requirement as prescribed. [19 TAC §228.40(e)]
- UTRGV was not able to provide all records for all candidates as found in the records review for all files reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]

**Compliance Issues to be Addressed (Next Steps):**

- 19 TAC §228.40(a) UTRGV does not have established benchmarks to measure candidate progress.  
Action: Require the EPP to identify the established benchmarks that each candidate in each certification category and class must achieve. Retain evidence in each candidate file the date that benchmarks are achieved as evidence of compliance.
- 19 TAC §228.40(b) UTRGV does not have processes to ensure candidates are prepared to be successful in their certification exams.  
Action: Implement processes to ensure that candidates have met requirements to test. Require each candidate to meet those requirements prior to granting testing approval.





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Retain evidence in each candidate file that identifies the date that the candidate met the requirements for testing.

- 19 TAC §228.40(e) UTRGV does not use information from a variety of sources to evaluate program design and delivery.  
Action: Create an evaluation plan detailing the activity, timeline, the person responsible for evaluating data results from internal and external sources and share those results with the advisory committee members as evidenced by dated advisory committee meeting minutes and agendas.
- 19 TAC §228.40(f) UTRGV did not 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.  
Action: Retain all evidence, in each candidate's file, of admission and completion for a period of five years as required for each candidate admitted.

**Recommendations:**

- None.

Based on the evidence presented, the University of Texas – Rio Grande Valley is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

**COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50**

**Findings**

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- Each of the five teacher candidates acknowledges receipt of a copy of the Texas Educator's Code of Ethics at admission and prior to clinical teaching. In addition, a signed copy of the Texas Educator's Code of Ethics was found in each of the candidate's records. Teacher candidates met the requirement as prescribed. [19 TAC §228.50; 19 TAC §247.2]
- Five out of 11 (45%) of the school counselor candidates had a signed Texas Educator's Code of Ethics. School counselor candidates did not candidates meet the requirement as prescribed. [19 TAC §228.50; 19 TAC §247.2]
- Two out of five (40%) superintendent candidates had a signed Texas Educator's Code of Ethics. Superintendent candidates did not candidates meet the requirement as prescribed. [19 TAC §228.50; 19 TAC §247.2]



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- Each of the five reading specialist candidates had a signed Texas Educator’s Code of Ethics. Reading specialist candidates met the requirement as prescribed. [19 TAC §228.50; 19 TAC §247.2]
- None of the ten educational diagnostician candidates had a signed Texas Educator’s Code of Ethics. Educational diagnostician candidates did not candidates meet the requirement as prescribed. [19 TAC §228.50; 19 TAC §247.2]
- UTRGV staff signed a Texas Educator’s Code of Ethics. Signature documents were submitted for all 76 staff associated with the EPP. [19 TAC §228.50; 19 TAC §247.2]

**Compliance Issues to be Addressed (Next Steps):**

- 19 TAC §228.50; 19 TAC §247.2 UTRGV did not ensure that the candidates themselves understand and adhere to Chapter 247 of this title relating to Educators’ Code of Ethics. Action: Require all candidates to sign a copy of the Texas Educator Code of Ethics stating that they have received a copy, understand, and will adhere to it.

**Recommendations:**

- None.

Based on the evidence presented, the University of Texas – Rio Grande Valley is not in compliance with 19 TAC §228.50 - Professional Conduct.

**COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70**

**Findings**

- Per 19 TAC §228.70(b)(1), the EPP complaints process is on file at TEA.
- UTRGV has posted its complaint policy and the link to the TEA complaints website on its website. [19 TAC §228.70(b)(2)]
- UTRGV has posted its complaint policy in the Office of Educator Preparation and Accountability. [19 TAC §228.70(b)(3)]
- UTRGV has posted its complaint policy in the Office of Educator Preparation and Accountability. [19 TAC §228.70(b)(4)]
- UTRGV provides written information about filing complaints with the EPP and with TEA in the Office of Educator Preparation and Accountability. [19 TAC §228.70(b)(4)]

**Compliance Issues to be Addressed (Next Steps):**

- None.

**Recommendations:**

- None.



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Based on the evidence presented, the University of Texas – Rio Grande Valley is in compliance with 19 TAC §228.70 – Complaints Process.

**COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC §228 and §230**

**Findings**

- Teacher candidates met the appropriate degree requirement for certification. Three out of five teacher candidates reached the point of standard certification. All three files contained evidence of official transcripts. The program met the requirement as prescribed. [19 TAC § 230.13(a)(1)]
- Teacher candidates completed all EPP requirements prior to being recommended for a certificate. A screening tool with benchmarks noted to verify candidates met all requirements for standard certification and the degree plan noting the date the degree was conferred served as evidence of compliance that all requirements were met for all three files (100%) reviewed. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- The teacher candidates who were certified met the application and issuance deadlines for the certificate sought. The record of EPP completion and recommendation date in ECOS served as evidence for the three files reviewed. The program met the requirement as prescribed. [19 TAC §230.13(a)(2)]
- Twelve out of thirteen (92%) of the non-teacher candidates that reached the point of standard certification met the degree requirement for certification. Four out of ten principal/PIL candidates reached standard certification. All had official electronic transcripts noting master's degree conferred. One out of 11 school counselor candidates reached the point of standard certification. That candidate had an official electronic transcript noting the 48-hour master's degree conferred. Only five school counselor candidates should have been in ASEP. The others were not seeking school counselor certification. None of the superintendent candidates reached the point of standard certification. Three out of five reading specialist candidates reached the point of standard certification. The program did not provide documentation for one candidate, but the other two contained official electronic transcripts noting master's degree conferred. Five out of ten educational diagnostician candidates reached the point of standard certification. All five files contained official electronic transcripts noting master's degree conferred. The program met the requirement as prescribed. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §242.20; 19 TAC §239.20; 19 TAC §239.84; 19 TAC §239.93]
- Principal/PIL and educational diagnostician candidates are required to hold a valid teaching certificate when recommended for certification. All four principal/PIL candidates and all five educational diagnostician candidates had a valid standard teaching



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certificate when recommended for standard certification. The program met the requirement as prescribed. [19 TAC§241.60; 19 TAC§241.20; 19 TAC§239.84]

- Non-teacher candidates must meet the creditable years of teaching experience when recommended for standard certification. Service records were provided as evidence of compliance. All principal/PIL candidates had more than two years of teaching experience. The school counselor candidate that reached the point of standard certification had two years of teaching experience. While no superintendent candidate reached standard certification, all had more than two years of principal experience. Two out of three reading specialists (67%) had more than two years of teaching experience. The program did not provide a service record for the third reading specialist. Three out of five educational diagnostician candidates (60%) that reached standard certification had three or more years of teaching experience. All programs except the reading specialist and educational diagnostician programs met the requirement as prescribed. [19 TAC §241.20; 19 TAC §241.60; 19 TAC §239.20; 19 TAC §239.84; 19 TAC §239.93]
- Non-teacher candidates must successfully complete the EPP. The program provided a screening tool with benchmarks noted to verify that each candidate met all requirements for standard certification. All that were standard certified contained that document in their file. It was noted that one reading specialist did not meet the years of experience requirement and two educational diagnosticians did not contain evidence of a service record. The program met the requirement for all programs except for the reading specialist and educational diagnostician programs. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §242.20; 19 TAC §239.20; 19 TAC §239.84; 19 TAC §239.93]

**Compliance Issues to be Addressed (Compliance Plan):**

- 19 TAC §239.93(4) & 19 TAC §239.84(5) Reading specialist candidates did not have two creditable years of service prior to standard certification and educational diagnostician candidates did not have three creditable years of service prior to standard certification.

Action: Require an official service record with the required years of classroom teaching experience prior to recommending candidates for standard certification. Do not recommend candidates for standard certification without that documentation.

**Recommendations:**

- Carefully screen all non-teacher candidates prior to standard certification to ensure that a service record with the required years of experience noted is in each candidate service record prior to recommending for standard certification. Strongly consider requiring a service record at the time of admission for all non-teacher candidates to ensure that the requirement of years of experience has been met at the time of admission or is on-track for being met prior to standard certification.



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Based on the evidence presented, the University of Texas – Rio Grande Valley is not in compliance with 19 TAC §228 and §230 – Certification Procedures.

**COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC §229**

**Findings**

- UTRGV has reported required data to TEA on the date required by TEA in the 18-19 academic year. Required corrections were made and submitted to TEA as required. The EPP has reported the required data in a timely manner. [19 TAC §229.3(f)(1) and associated graphic]
- The EPP misidentified six clinical mental health counselors as school counselors and entered them into the Accountability System for Educator Preparation (ASEP) system and on GPA spreadsheets as admitted and other enrolled when they should not have done so.
- The EPP did not accurately report principal admissions. One candidate did not have a GPA reported. Another candidate had a GPA of 3.34 in the records, but the EPP reported an admission GPA of 3.7. [19 TAC §229.3(f)(1)]
- The EPP did not accurately report school counselor admissions. One candidate had a 3.1 GPA in the records but reported a 3.26 GPA. Another candidate had a 3.12 GPA in the records, but the EPP reported a 3.15 GPA. [19 TAC §229.3(f)(1)]
- The EPP did not report a GPA for one superintendent candidate. [19 TAC §229.3(f)(1)]
- The EPP did not accurately report reading specialist admissions. One candidate had a 3.48 GPA, but the EPP reported a 3.5 GPA. [19 TAC §229.3(f)(1)]
- The EPP did not accurately report educational diagnostician admissions. One candidate was not found on a GPA spreadsheet in 15-16 for the year admitted and was not reported as admitted. Another two candidates were not reported on the GPA spreadsheet for the 16-17 year admitted. [19 TAC §229.3(f)(1)]
- The EPP did not accurately report content hours used for admissions for a teacher candidate. The candidate was reported on the 14-15 GPA spreadsheet as having nine content hours in 14-15 and because that candidate was an undergraduate and not a PACT candidate, the candidate was required to have a minimum of 12 content hours for admission. The candidate record had 18 hours in the content area. [19 TAC §229.3(f)(1)]
- One teacher file had two admit dates in ECOS. [19 TAC §229.3(f)(1)]
- One principal/PIL candidate has an admit date that does not correspond to the formal admission date in the records. [19 TAC §229.3(f)(1)]
- One school counselor candidate has a formal admit date in ECOS that does not correspond to the formal admit date in the formal offer of admission. That document appeared to be altered and does not correspond to the date it was signed by the candidate. [19 TAC §229.3(f)(1)]



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- One superintendent candidate has no record of admission in ECOS, but the formal offer of admission states Fall 2016 as the admit date. Another candidate has an admit date in ECOS that does not correspond to the formal offer of admission. [19 TAC §229.3(f)(1)]
- The reading specialist program had four candidates whose admit date in ECOS did not correspond to the formal offer of admission. [19 TAC §229.3(f)(1)]
- Six educational diagnosticians had an admit date that did not correspond to the formal offer of admission. One of the six had two admit dates in ECOS and neither corresponded to the formal offer of admission. [19 TAC §229.3(f)(1)]

**Compliance Issues to be Addressed (Next Steps):**

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation.
- Begin entering non-teacher observation data into ASEP beginning with the 19-20 academic year.

**Recommendations:**

- None.

Based on the evidence presented, the University of Texas – Rio Grande Valley is not in compliance with 19 TAC §229 – Integrity of Data Reported.

**GENERAL PROGRAM RECOMMENDATIONS:**

- The addition of the Science of Teaching Reading exam (STR) will drive the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 1, 2021. Teacher program staff are advised to plan to meet the January 1, 2021 certificate issuance requirement.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- 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. The field supervisor will need to verify candidate placement information at the beginning of the assignment.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual to document EPP processes.
- Implement quality control procedures to ensure ASEP reports, including GPA spreadsheets, are submitted accurately during state reporting each year.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, site supervisor, etc.).





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- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
- Continue to participate in 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 the TEA staff has the most current contact information by sending updates to the assigned program specialist.

**SUMMARY**

Next Steps were created collaboratively with the University of Texas – Rio Grande Valley staff.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 30, 2020.”**

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<b>Signature of Legal Authority</b>	<b>Date</b>
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<b>Printed Name of Legal Authority</b>	<b>Date</b>
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