Texas Education Agency

2017 – 2018 Continuing Approval Review Report

PURPOSE

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for the University of Texas – Dallas EPP on May 21, 2018. 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. George Fair was identified as the program Legal Authority and Dr. Carolyn Bray was identified as the primary EPP contact for the review process. University of Texas - Dallas was approved as an EPP on June 20, 1974. At the time of the review, the EPP was Accredited. At the time of the review, University of Texas - Dallas was approved to certify candidates in the following classes: Teacher Class only.

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. A Compliance Plan was 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. George Fair, Dr. Carolyn Bray, Dr. Barbara Ashmore, Dr. Laurie Pollack, Dr. Floyd Dorsey, and Ms. Katherine Donaldson. A conference call was held on June 15, 2018. The purpose of the call was to discuss preliminary findings. The Compliance Plan was developed on June 20, 2018. The first 60-day check-in is August 15, 2018.

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 27, 2018. Additional EPP documents, including records for 15 candidates, were submitted on May 11, 2018. 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" was 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 for the EPP Review, but TEA reviewed the EPP's Status Report for evidence of compliance.

- University of Texas – Dallas has not had any program amendments to its approved program. [19 TAC §228.20(e)]
- University of Texas – Dallas published and posted a calendar of activities on its website. [19 TAC §228.10(g)]
- University of Texas – Dallas is currently rated as accredited and has met the requirements for approval and continuing approval. [19 TAC §228.10(a-b)]
- University was originally approved to offer clinical teaching and continues to only offer clinical teaching. [19 TAC §228.10(c)]
- University of Texas - Dallas offers all coursework in a face-to-face format and has no additional accreditations pertaining to online learning. [19 TAC §228.35(a)(6)(A-D)

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations:

- None.

Based on the evidence presented, University of Texas - Dallas was in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

TEA reviewed the Status Report and website to verify admission requirements and compared both to what was submitted for each of the fifteen (15) candidate files reviewed to determine compliance.

- The University of Texas – Dallas has informed applicants of admission requirements, the effects of supply and demand, the performance of the EPP over time, and criminal background checks. This information was found on the EPP website. The UTeach Alternative Certification Program (ACP) website also includes information regarding program data, including the number of graduates, EPP audits and retention rates. The program met the requirement as prescribed. [19 TAC §227.1(c)]
- Each applicant is required to meet the institution of higher education (IHE) enrollment or degree requirements. Original transcripts were provided for thirteen (13) out of fifteen (15) files reviewed (87%) and met the requirement as prescribed. [19 TAC §227.10(a)(1)]
- Out-of-country applicants are required to submit official transcripts evaluated by an approved entity with an equivalent report issued. Two (2) out-of-country files were reviewed and both contained a transcript evaluation from an approved service. The EPP used Foreign Credential Services of America and World Education Services. One file contained an advanced degree from London, England and was not required to meet the TOEFL i-BT requirement. The other file met the TOEFL requirement. The EPP met the requirement as prescribed. [19 TAC §227.10(e); 19 TAC §227.10(a)(6)]
- Candidates met the minimum GPA requirement. Official transcripts were reviewed and the EPP provided documentation of the calculations to determine GPA. Fourteen out of fifteen files were reviewed and a GPA range of 2.5-4.0 at the time of admission was noted. TEA was not able to tell where the degree was from and could not locate the GPA for one (1) file reviewed. The EPP was 93% compliant. [19 TAC §227.10(a)(3)(A)]
- Four (4) files reviewed were admitted after passing a pre-admission content test (PACT) for their applicable certification area. Those files met the content knowledge prior to admission via the PACT route. All fifteen (15) files contained a content hours used for admission by course and the EPP used a GPA worksheet to verify those hours. All files contained evidence of twelve (12) semester hours in the content area or fifteen (15) semester hours if in math or science. The EPP met the requirement as prescribed. [19 TAC §227.10(a)(4)]

- Basic skills were determined by bachelor's degree earned for post-baccalaureate and ACP candidates. The SAT and THEA were used as a determination of basic skills for undergrad candidates. All fifteen (15) files contained evidence that basic skills requirements were met prior to admission. The EPP met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- The University of Texas – Dallas requires an application and an interview for admission. All fifteen (15) files reviewed contained a completed application and fourteen (14) out of fifteen (15) files (93%) contained an interview scored on a rubric with a cut score. The EPP met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- The University of Texas – Dallas requires a writing sample of all applicants. A writing sample was found in ten (10) out of fifteen (15) files reviewed (67%). None of the files contained a rubric for which to evaluate the writing sample or a cut score to determine an acceptable score for admission. The EPP did not meet the requirement as prescribed. [19 TAC §227.10(b)]
- All admission requirements are published on the University of Texas – Dallas website. [19 TAC §227.10(a)(8)]
- One (1) file reviewed was a transfer candidate. That file contained a transfer form, application, and official transcripts. The EPP met the requirement as prescribed. [19 TAC §227.10(c)]
- All applicants are required to be formally admitted. All files contained a formal offer of admission and acceptance of that offer by the files reviewed. Twelve (12) out of fifteen (15) files reviewed (80%) were entered into the Educator Certification Online System (ECOS) as admitted. One (1) file contained a discrepancy of one day between the offer and what was in ECOS. Two (2) files were not admitted into ECOS as formally admitted. The EPP met the requirement as prescribed. [19 TAC §227.17(a)]
- All candidates were formally admitted prior to beginning coursework, training, and approval to test. The EPP met the requirement as prescribed. [19 TAC §227.17(e)]

It was noted that the University of Dallas now requires a 2.75 minimum GPA for admission in the traditional undergraduate, post-baccalaureate, and ACP programs.

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §227.10(b) - *Applicants have not met additional admission requirement of writing sample scored on a rubric with a cut score.*

  Action: Require all applicants to have their writing sample for admission scored on a rubric with a cut score. Maintain that documentation as evidence of compliance.

Recommendations:

- Consider entering admitted candidates into ECOS and on the Finisher list as Other Enrolled at the time that they are formally admitted to ensure that the task is systematically completed for each candidate.

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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Curriculum was not reviewed for the EPP, but TEA relied on the Status Report. Items of concern are listed below.

Findings

- TEA noticed that mental health, substance abuse, and youth suicide training was not provided by an approved provider for candidates in the undergraduate and post-baccalaureate programs. The ACP provides training through *Kognito*. The EPP did not meet the requirement as prescribed. [19 TAC §228.30(c)(3)]

It was noted that the UTeach Dallas curriculum was developed in partnership with the UTeach Institute. This innovative, university-based teacher preparation program works to increase the number of qualified STEM teachers in U.S. secondary schools. UTeach offers four-year degree plans that fully integrate students' STEM content major requirements and UTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in physics, chemistry, biology, computer science, engineering, or mathematics.

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §228.30(c)(3) - *Mental Health, Substance Abuse, and Youth Suicide training for undergraduate and post-baccalaureate candidates is not from an approved provider.*

  Action: Require University of Texas – Dallas to use an approved provider for mental health, substance abuse, & youth suicide training.

Recommendations:

- Consider utilizing *Kognito* training, an approved provider for mental health, substance abuse, and youth suicide for all programs (undergraduate, post-baccalaureate, and ACP). Consider requiring candidates to present a dated training certificate of completion as evidence of completion and maintain that certificate in each candidate's file.

Based on evidence presented, University of Texas - Dallas is not in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- The University of Texas – Dallas provided program benchmarks, degree plans, and transcripts for each file reviewed as evidence that it provides candidates with adequate preparation and training to ensure that they are effective in the classroom. The program met the requirement as prescribed. [19 TAC §228.35(a)(1)]
- The coursework and training is sustained, rigorous, intensive, candidate-focused, and performance-based. TEA reviewed the Status Report for coursework offered to candidates as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(a)(2)]
- Candidates complete coursework and training prior to EPP completion and standard certification. Four (4) out of fifteen (15) files had completed all program requirements and were standard certified. TEA reviewed program benchmarks, attendance policies, degree plans, and transcripts for each of those files as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- The University of Texas – Dallas has procedures for allowing relevant military experiences and for allowing prior experience, education, or training. Policies and procedures in handbooks, admission information, and the website were reviewed as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A); 19 TAC §228.35(a)(5)(B)]
- Candidates for initial teacher certification receive 300 clock-hours of coursework and training for standard certification. They must also earn 150 of those clock-hours of coursework and training plus 30 clock-hours of field-base experiences (FBEs) prior to clinical teaching. TEA reviewed all files and found that all were progressing toward reaching the required hours of coursework and training. Seven (7) out of fifteen (15) files had reached the point of field-based experiences and the remainder had not. Degree plans, transcripts, and benchmarks for each file reviewed were reviewed as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- Candidates did not complete 30 clock-hours of field-based experience requirements including the start of the school year prior to clinical teaching. The EPP provided a

detailed explanation of what candidates do during FBEs, but the candidate files selected for review did not reflect that information. TEA noted a range of 21-106.5 FBE hours for six (6) out of fifteen (15) files that were under previous rules when their FBEs were completed. Those files contained zero (0) to five (5) reflections. Two (2) out of fifteen (15) files are working under the current rules and a range of 5.45-30 clock-hours of FBEs were noted. All files contained observation logs with a time in and out noted, and the signature of the observed teacher. The program did not meet the entire requirement as prescribed. [19 TAC §228.35(b)(1);19 TAC §228.35(e)(1)(A)(i-v); 19 TAC §228.35(e)(1)(A); 19 TAC §228.35(e)(2)(F)]

- Four (4) files reviewed had reached the point of FBEs and clinical teaching. It was noted that candidates completed the required coursework, but the 30-clock hours of FBEs were not completed as required for any of those files. TEA reviewed the documents used to track hours, degree plans, and candidate transcripts for the files reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(2)]
- One (1) file reviewed contained evidence of FBEs via electronic transmission that were completed and accepted from another EPP. The candidate completed 16.75 clock-hours via electronic transmission, but since only 15-clock hours are allowed, only 15 clock-hours were accepted. The evidence provided was a tracking sheet noting the videos viewed. The program met the requirement as prescribed. [19 TAC §228.35(e)(1)(B)]
- Four (4) out of fifteen (15) candidate files reviewed had reached the point of clinical teaching. The program provided clinical teaching placement lists with placement information including start and end dates, start and end times, grade level, subject area, cooperating teacher name, and the field supervisor assigned as evidence that clinical teaching occurred in public schools. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(4)]
- Candidates placed in clinical teaching were assigned a cooperating teacher. The four (4) files reviewed contained evidence in the form of candidate placement lists, candidate name, cooperating teacher name, subject area, grade level, campus name, and district name. The program met the requirement as prescribed. [19 TAC §228.35(f)]
- No evidence that the cooperating teachers were trained was provided. The program provided training material and a cooperating teacher handbook as evidence, but did not provide specific evidence that each of the four (4) cooperating teachers were trained. The program did not meet the requirement as prescribed. [19 TAC §228.35(f)]
- Each of the four (4) candidate files reviewed that had reached clinical teaching were assigned a field supervisor that held the required credentials. All field supervisors were certified educators. The evidence provided was the candidate placement information showing the date of placement and the field supervisor assigned. TEA verified field supervisors in ECOS. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- The evidence provided that the field supervisors assigned to the candidates were trained was training sign-in sheets for three (3) out of four (4) of the field supervisors (75%). The

program also provided a field-supervisor handbook as evidence. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]

- For each observation, the field supervisor did not hold the required conferences. A post-observation conference was provided for one (1) of the files reviewed and a pre- and post-observation conference was not provided for the other three (3) files reviewed. All files did contain the observation documents noting instructional strategies observed with candidate and field supervisor signatures noted. There was a discrepancy in what was noted on observation documents as compared to what was noted in ECOS. Not all observations were 45 minutes in duration. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- The field supervisor collaborates with the required individuals by providing a copy of the written observation feedback to the required individuals. The cooperating teacher and candidate received a copy of the observation instrument. Signed observation documents served as evidence for the four (4) files reviewed. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- The candidate received informal observations and coaching as appropriate. While not required, it was noted that one (1) candidate received informal observations and coaching. The evidence provided were observation forms. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- The formal observations conducted by the field supervisor for all files reviewed did not meet the requirements for duration and frequency. Instructional strategies observed were noted in all observation documents. There was a discrepancy in what was noted on observation documents as compared to what was noted in ECOS. Not all observations were 45 minutes in duration. A start and stop time was noted in three (3) out of four (4) files reviewed (75%). [19 TAC §228.35(g)(1)-(8)]

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §228.35(b)(1);19 TAC §228.35(e)(1)(A)(i-v) – *A minimum of 30-clock hours of field-based experiences were not provided to all candidates prior to clinical teaching*

  Action: Require all candidates in the undergraduate, post-baccalaureate and alternative certification (ACP) programs to complete 30 clock-hours of field-based experiences prior to clinical teaching. Also, require all candidates to complete 15 clock-hours of the required FBEs that include hands-on working with students in an EC-12 setting that includes written reflection of the observation.

- 19 TAC §228.35(b)(1) – *Candidates did not complete a minimum of 30 clock-hours of field-based experiences prior to clinical teaching.*

19 TAC §228.35(e)(1)(A)(i-v) – Field-based experiences did not 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 Texas Education Agency (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.

19 TAC §228.35(e)(2)(F) – Candidates did not experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.

Action: Require all candidates in the undergrad, post-bac and ACP program to complete 30 clock-hours of field-based experiences prior to clinical teaching. Also, require all candidates to complete 15 clock-hours of the required FBEs that include hands-on working with students in an EC-12 setting that includes written reflection of the observation.

Require candidates to complete FBEs that include the start of the school year. Require candidates to document the specific FBEs that reflect the start of the school year and to document what was observed.

- 19 TAC §228.35(f) - *The EPP did not provide cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.*

  Action: Require all cooperating teachers to receive training.

- 19 TAC §228.35(g) - *Supervision of each candidate was not conducted with the structured guidance and regular ongoing support of an experienced educator who has been 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.*

  Action: Require that all field supervisors receive local and statewide training.

- 19 TAC §228.35(g) - *For each formal observation, the field supervisor did not participate in an individualized pre-observation conference with the candidate or conduct an individualized, synchronous, and interactive post-observation conference with the candidate.*

  Action: Require all candidates to receive a pre- and post-observation conference for each formal observation conducted by the field supervisor.

- 19 TAC §228.35(g)(1)-(8) - Each formal observation was not at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.

  Action: Require the EPP field supervisor to conduct each observation for a minimum of 45 minutes in duration.

Recommendations:

- Consider utilizing videos for field-based experiences that will show the start of the school year for candidates that are not able to meet the requirement because they begin field-based experiences after the start of the school year.

Based on evidence presented, University of Texas – Dallas 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

- University of Texas – Dallas has established benchmarks to measure candidate progress. Fifteen (15) files contained evidence of benchmarks denoting where each candidate is in the process of certification. The undergraduate and post-baccalaureate programs had a benchmark checklist. UTeach – Dallas ACP also had a benchmark checklist. All benchmarks included progression through the EPP from admission to standard certification. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- The program has processes to ensure candidates are prepared to be successful on their content examinations. All fifteen (15) files contained a benchmark document with the date that the criteria for testing was met noted on each file as applicable. The program met the requirement as prescribed. [19 TAC §228.40(b)]

- The program has a process for determining that formally admitted candidates are prepared to take certification examinations. The criteria for testing was noted on the website and the date the criteria for testing were met was provided for each file reviewed as applicable. The program met the requirement as prescribed. [19 TAC §228.40(c)]
- The program uses information from a variety of sources to evaluate program design and delivery. The program reported meeting requirement in the Status Report. It was also noted within the Status Report that UTeach Dallas uses a variety of internal & external evaluations, candidate midterm & final surveys in coursework, and a variety of other sources to evaluate the program. The program met the requirement as prescribed. [19 TAC §228.40(d)]

  It was noted that UTeach Dallas uses internal & external evaluations to revise EPP components. They also conduct in-house surveys for all certification courses. Master teachers and professors use data to adjust curriculum each semester. UTeach Dallas is a member of the UTeach Stem Educators Association which provides comparison statistics from 45 universities that replicate the UTeach model. They also provide end of program surveys that provide the EPP with rich data including information on graduates' perceived readiness and effectiveness of recruiting strategies.

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations

- None.

Based on evidence presented, University of Texas – Dallas is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates 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 candidate acknowledges receipt of a copy of the Intern handbook which contains the Texas Educator's Code of Ethics. In addition, a signed copy of the Texas Educator's Code of Ethics was found in each of the candidate's records.
- University of Texas – Dallas staff signed a Texas Educator's Code of Ethics. Signature documents were submitted for all staff.

It was noted that all candidates are held accountable to the "Fitness to Teach Policy" criteria established by the Teacher Development Center, including dispositions for teaching. Dispositions for teaching are defined as those professional attitudes, values, and beliefs expected of an education professional. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the program or denied the opportunity to participate in clinical teaching.

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations

- None.

Based on evidence presented, University of Texas - Dallas is 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.
- The EPP provided the link to the complaint policy posted on the website. [19 TAC §228.70(b)(2)]
- The EPP provided information in the Status Report that the complaint policy is posted on-site. [19 TAC §228.70(b)(3)]
- The EPP provided information in the Status Report that it provides written information about filing complaints. [19 TAC §228.70(b)(4)]

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations:

- None.

Based on evidence presented, University of Texas - Dallas EPP is in compliance with 19 TAC §228.70 – Complaints Process.

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

Findings

- Candidates have met the appropriate degree requirements. Fifteen (15) files reviewed contained evidence of a degree earned if they were a post-baccalaureate or ACP candidate or hours earned toward the degree if they were a traditional undergraduate candidate. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- Four (4) files reviewed had reached the point of standard certification. The EPP provided the benchmark record noting that they had completed the EPP. The program met the requirement as prescribed. [19 TAC §230.13(a)(2); 19 TAC §230.13(b)(3)]
- Each candidates' testing history was evidence that the candidate had passing scores on required certification exams. Four (4) files reviewed had content tested via the PACT route. Ten (10) files were either eligible to test for the content area seeking certification and PPR EC-12 or were approved for one attempt to test. One (1) file had no tests noted. The program met the requirement as prescribed. [19 TAC §230.13(a)(3); 19 TAC §230.13(b)(4)]

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations:

- None.

Based on evidence presented, University of Texas – Dallas is in compliance with 19 TAC §228 and §230 – Certification Procedures.

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

Findings

- University of Texas - Dallas did not accurately report observation duration in ECOS as compared to the actual observation documentation provided for each candidate file

reviewed. For the four (4) candidates that had reached the point of clinical teaching, there was a discrepancy in duration for some observations reported in ECOS as compared to what was provided in observation documentation for review. Also, not all observations were 45 minutes in duration. The EPP did not meet the accuracy of ASEP reporting requirement as prescribed. [19 TAC §229.3(f)(1)]

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §229.3(f)(1) – *The EPP did not accurately report observation duration in ECOS as compared to the actual observation documentation.*

  Action: Require the EPP to report accurate observation duration data in ECOS for each candidate completing clinical teaching.

Recommendations:

- None.

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

GENERAL PROGRAM RECOMMENDATIONS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting 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, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- 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 Texas Administrative Code;

- Continue to maintain communication with the program specialist assigned to the program.

- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

A Compliance Plan was created collaboratively with the University of Texas – Dallas staff and agreed upon on June 20, 2018. The first check-in date is in 60 days on August 15, 2018.