

2023–2024 Continuing Approval Review Report

Texas A&M University

INTRODUCTION

Texas Education Agency (TEA) Education Specialists Keena Sandlin, Vanessa Alba, and Irene Chacon conducted a five-year Continuing Approval Review of the Texas A&M University educator preparation program (EPP) on October 23, 2023. 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. Beverly Irby, Associate Dean for Academic Affairs, was identified as the program's Legal Authority. Dr. Rod Lucero, Executive Dean of Educator Preparation, was the primary EPP contact for the review process. The Texas A&M University was approved as an EPP on January 4, 1971. At the time of the review, the EPP was rated Accredited. The risk level was at Stage 3 (low). The EPP reported 559 finishers for the 2021-2022 reporting year and 433 finishers for 2022-2023.

At the time of the review, Texas A&M University was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. The EPP has been approved to prepare and recommend candidates for certification in the undergraduate (U) and post-baccalaureate (PB) routes.

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 the TAC required by the Texas legislature to regulate all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format, in which EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by various means. A Status Report and related program documents were submitted to TEA on October 6, 2023. Additional EPP documents, including records for 30 candidates, were submitted on October 19, 2023. The evidence was evaluated using qualitative and quantitative content analysis methodologies, cross-referencing, and data triangulation.

“Findings” reflect EPP compliance with a component's TAC requirement(s). Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC, TEC, or both to complete the corrective action to bring the EPP into compliance and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

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GOVERNANCE (COMPONENTS 1 & 5, & 6)

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

FINDINGS

1. TAMU has established an advisory committee that provides guidance and input on the EPP's design, delivery, evaluation, and major policy decisions. [19 TAC §228.20(b)]
2. The advisory committee has been consistently informed of their roles and responsibilities. [19 TAC §228.20(b)]
3. TAMU has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. TAMU has notified TEA of program amendments. [19 TAC §228.20(e) & (f)]
6. TAMU has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience for each program in the EPP. [19 TAC §228.20(g)]
7. The EPP has not published an exit policy that is reviewed and signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: All candidate records for Teacher Undergraduate, Principal, and Superintendent programs were missing signed and dated exit policy acknowledgment documents. EPP staff stated they do not have a consistent policy for collecting exit policy acknowledgment documents but will correct and implement it for the upcoming academic year.
8. TAMU has not added new program locations. [19 TAC §228.10(e)]
9. TAMU has qualified instructors for one or more certificate categories or classes offered. [19 TAC §228.10(d)(1)]
10. TAMU has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]
Evidence: The records for teacher, principal, superintendent, school counselor, and reading specialist candidates were incomplete. They were missing various essential documents such as FBE logs, training information, applications, formal admission letters, recommendations for standard certification, coaching and support documentation, evidence of training and coaching, site supervisor training, ongoing coaching documentation, and supervisor qualifications.
11. During the preparation period, the EPP shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to the Texas Educators' Code of Ethics in 19 TAC Chapter 247. There was sufficient evidence that the EPP has structures to ensure that staff meet this requirement. [19 TAC §228.50]

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CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.20(h) Exit Policy**
Develop and implement an exit policy for each program that candidates review and sign upon admission. Effective September 1, 2024, 19 TAC §228.31(b).
2. **19 TAC §228.40(f): Records Retention**
Retain all documents that evidence a candidate's eligibility for admission to the program and that all completion requirements were met for five years after a candidate completes, withdraws from, or is dismissed from the program. Effective September 1, 2024, 19 TAC §228.13.

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. The following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The program admission requirements were published on the EPP website. [19 TAC §227.1(c)(1)]
4. The program completion requirements were published on the EPP website. [19 TAC §227.1(c)(2)]
5. The EPP has published information about its performance over the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that links to the TEA complaints process; however, the program has not posted the complaints process at their facilities. [19 TAC §228.70(b)]
Evidence: The complaint process is published on the program's website, but evidence is not submitted for on-site posting.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.70(b)(2-4) Complaints Process: Posted**
Ensure the complaints policy is posted for all employees and candidates at the physical site. Effective September 1, 2024, 19 TAC §228.123.

FORMAL ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal admission process as required in 19 TAC §227.17. The following are the findings:

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FINDINGS

1. The formal written offer of admission was consistently found in the candidates' records. [19 TAC §227.17(b) & (c)]
2. Applicants were not consistently required to accept the offer of admission in writing. [19 TAC §227.17(c)]
Evidence: All Principal and Superintendent candidates were sent a formal offer of admission letter with an admission date, but each candidate was not required to accept the offer in writing. The records for the candidates reviewed did not have proof of written acceptance from the applicant.
3. The formal admission date was consistently included in the written offer of admission. [19 TAC §227.17(d)]
4. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e)]
5. Candidates were not provided coursework, training, and test approval prior to formal admission. [19 TAC §227.17(f) or §228.40(d)]

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §227.17(c) Formal Admission**
Establish a formal process for admitting applicants, including offer and acceptance letters with dates and signatures. Retain as per records retention policy.

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records, including applications, transcripts, screening rubrics, and other documentation, were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapters 227, 239, 241, and 242. The following are the findings:

FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to Teacher programs to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP inconsistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
Evidence: All Teacher PB and Reading Specialist candidate records did not contain an application. Before 2022-2023, the EPP stated that these programs did not require an application into the EPP but have since changed that policy.
4. The EPP inconsistently uses one or more appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8), §241.5 & §242.5]
Evidence: All five School Counselor candidate records did not contain evidence of an admission screen. Additionally, the two required screens for all Principal and Superintendent candidates were not evident.

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5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and/or §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]
7. The EPP consistently notifies non-teacher candidates of certification requirement deficiencies at admission. [19 TAC §227.10(a)(5)]

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §227.10(a)(8) Admission Requirements: Application**
Update the admission process to include all programs requiring an EPP application. Retain in candidate records per retention policy.
2. **19 TAC §227.10(a)(8), §241.5 & §242.5 Admission Requirements: Screen**
Update admissions processes for all nonteacher programs to require applicants to participate in one or more screening activities (Principal and Superintendent programs must have two or more screening activities), which could include an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. The screen must be scored using an aligned rubric based on a coherent set of criteria. Retain in candidate records per records retention policy.

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report were reviewed as evidence that the EPP offers the required standards-based coursework in each certificate class. The following are the findings:

FINDINGS

1. Candidates were consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were not identified in coursework. [19 TAC §228.30]
Evidence: The syllabi reviewed for the Core Subjects w/STR EC-6 certificate area did not include evidence of TEKS instruction for fine arts, teacher standards, or prekindergarten guidelines.
3. Evidence of performance assessments was found and aligned with standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.30 TEKS Instruction, Prekindergarten Guidelines, and Teacher Standards**
The EPP must revise coursework for all Teacher candidates to include the required instruction in the TEKS, including fine arts, prekindergarten guidelines, and teacher standards. Effective September 1, 2024, 19 TAC §228.57(a).

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REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, published degree plans, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP offers instruction in the additional curriculum areas required in the Texas Administrative Code and Texas Education Code. The following are the findings:

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with dyslexia was found in coursework provided to candidates, but the approved provider did not provide the training. [19 TAC §228.30(c)(2)]
Evidence: Although coursework identified instruction on teaching students with dyslexia, the approved provider was not used to deliver the instruction.
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates and was consistently provided by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas were apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in the coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about Texas's teacher and principal evaluation framework was not provided to candidates. [19 TAC §228.30(c)(6)]
Evidence: Course syllabi did not show evidence of instruction for both the teacher and the principal evaluation framework.
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum were not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: Course syllabi did not show evidence of the evaluation tool used to address candidate deficiencies and the prescribed curriculum. EPP stated they will embed a digital literacy evaluation and prescribed curriculum in Fall 2024.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices were not provided to candidates. [19 TAC §228.30(c)(9)]
Evidence: Course syllabi did not reflect instructional strategies and evidence-based inclusive practices for students with disabilities in instruction.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.30(c)(2) Dyslexia Instruction**
The EPP must update coursework for all candidates to include dyslexia instruction provided by the approved provider, currently TEA Learn. Effective September 1, 2024, 19 TAC§228.57(c)(2).
2. **19 TAC §228.30(c) Teacher & Principal Evaluation Framework**

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The EPP must update and implement coursework so all candidates receive instruction in the framework for Teacher and Principal evaluation and update the course to include that candidates will receive instruction in the framework for both Teacher and Principal evaluation. Effective September 1, 2024, 19 TAC §228.57(c)(6).

3. **19 TAC §228.30(c) Digital Literacy**

Develop and implement the Digital Literacy assessment with the prescribed curriculum to address deficiencies uncovered by the assessment. Retain the evidence of the candidate's completion of the assessment in the candidate's records per the records retention policy. Effective September 1, 2024, 19 TAC §228.57(c).

4. **19 TAC §228.30(c)(9) Students with Disabilities**

The EPP must update and implement coursework so all candidates receive instruction using proactive instructional planning techniques and evidence-based inclusive practices for students with disabilities. Effective September 1, 2024, 19 TAC §228.57(c).

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents, other candidate records, and published information were reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). The following are the findings:

FINDINGS

1. There is insufficient evidence that candidates consistently complete the field-based experience (FBE) hours and settings as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
Evidence: Four out of five Teacher UG and five Teacher PB candidate records were missing FBE logs, so hours and settings could not be verified.
2. FBE assignments or activities inconsistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
Evidence: Four out of five Teacher UG candidate records and all Teacher PB candidate records were missing FBE logs, so activities could not be verified.
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The pre-service coursework and training structure allowed the EPP to capture candidate proficiency in the identified pedagogical areas consistently. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.35(b)(1) & §228.35(e)(1) Pre-Service Requirements: FBE Hours**

The EPP must update and implement a field-based experience (FBE) process that meets or exceeds all requirements for completing FBE activities, including FBE completed in a variety of settings and at least 15 hours of interactive activity. The process must include the EPP not giving FBE credit for more than fifteen clock hours of electronic FBE. The EPP must retain FBE logs, reflections, benchmark documents, or other evidence that reflects pre-service requirements completed in candidates' records per the

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record retention requirement._ Effective September 1, 2024, 19 TAC §228.43(a)(b) required FBE hours will be 25.

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence that the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)–(h).

FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(8)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B), §228.35(e)(8)(A)-(D)]
3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)]
4. Candidates were consistently assigned campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. The EPP did not consistently verify the qualifications of campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]
Evidence: All site supervisors for candidates in the Principal and Superintendent programs did not provide evidence of qualifications and experience. All School Counselor site supervisors self-identified qualifications, as shown by a signature, but they did not provide evidence of qualifications or experience, such as on a resume.
6. Training was not consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26), & (33)]
Evidence: Two out of five Teacher PB candidate records did not contain evidence of cooperating teacher training in coaching and mentoring the candidates. The Superintendent candidate records did not contain evidence of site supervisor training in coaching and mentoring candidates. The School Counselor candidate records contained a handbook for site supervisors to sign acknowledging that they had received the coaching and mentoring training; however, none of the handbook pages were signed and dated by site supervisors.
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
Evidence: Three out of five Teacher UG records did not contain field supervisor qualifications based on student achievement. All Teacher PB and School Counselor records also lacked field supervisor qualifications based on student achievement.

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9. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g) & (h)]
10. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g) & (h)]
11. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g) & (h)]
12. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle, which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g) & (h)]
13. Field supervisors did not consistently capture observed educational practices and evidence of the candidate's proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(h), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix), & §228.35(e)(8)(E)]
Evidence: All candidate records reviewed from the Principal, Superintendent, School Counselor, and Reading Specialist programs contained observation instruments that did not capture candidate proficiency but instead captured a short narrative of the observation.
14. There is insufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates who have completed the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: The records for two out of five Principal candidates showed evidence of ongoing coaching and support from their field supervisors. However, all school counselor practicum logs did not show evidence of support and coaching in writing.
15. Candidates did not consistently receive a recommendation for standard certification from the field supervisor and the campus personnel. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(8)(E)]
Evidence: Records for all Principal and School Counselor candidates were missing field and site supervisor recommendations.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience**
Update the field supervision process and the observation instrument field supervisors use to capture information during the formal observations, ensuring candidate proficiency in the standards during the practicum. The field supervisor must document the educational practices observed for each formal observation to support the level of proficiency identified. Provide training to field supervisors to norm them on using a standards-based observation instrument and capturing candidate proficiency in the standards in the candidate's practicum. Effective September 1, 2024, 19 TAC §228.81(a).
2. **19 TAC §228.35(e)(8)(E) Skills Implementation: Successful Practicum/Clinical Experience**
Implement a process for collecting recommendations from field supervisors and site supervisors that the candidate was successful in the clinical experience and is ready for certification. Effective September 1, 2024, 19 TAC §228.81(e).
3. **19 TAC §228.2(33) Campus Supervision: Qualifications of Site Supervisors**
The EPP must update the clinical experience processes to include verifying, prior to the start of each candidate's clinical experience, that the site supervisors assigned to support each candidate meet qualification requirements. Effective September 1, 2024, 19 TAC §228.93.
4. **19 TAC §228.2(14) & (33) Campus Supervision: Training Cooperating Teachers and Site Supervisors**

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The EPP must develop and implement the required training for cooperating teachers and site supervisors and establish a process to train these campus personnel within three weeks of assignment to the candidates they support in clinical teaching and practicums. Effective September 1, 2024, 19 TAC §228.93 & §228.99.

5. **19 TAC §228.2(18) Field Supervisor: Field Supervisor Qualifications**

The EPP must update the process for assigning field supervisors to include verification that they meet the qualification requirements. Effective September 1, 2024, 19 TAC §228.101.

6. **19 TAC §228.35(g) & (h) Field Supervision: Informal Observations and Ongoing Support**

The EPP must update the field supervision process to ensure the field supervisor provides ongoing coaching and informal observations to the candidate throughout the clinical experience. Retain evidence in each candidate's record per records retention requirement. Effective September 1, 2024, 19 TAC §228.101.

7. **19 TAC §228.35(e)(8)(E) Skills Implementation: Successful Practicum/Clinical Experience**

The EPP must update the field supervision process to ensure the field supervisor and the campus personnel provide written documentation recommending to the EPP that the candidate has been successful and is recommended for standard certification. The update includes written documentation for a candidate that either the field supervisor and/or the campus personnel do not recommend for standard certification and provides all supporting documentation. Retain all documents in the candidate's records per the records retention policy. Effective September 1, 2024, 19 TAC §228.81.

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials was reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). The following are the findings:

FINDINGS

1. There is insufficient evidence the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Three out of five Principal candidate records did not include evidence of collaboration.
2. There is insufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g) & (h)]
Evidence: Three out of five Teacher PB records did not provide evidence of initial contact. All School Counselor records did not include evidence of initial contact.
3. There is sufficient evidence the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g) & (h)]

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CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.35(g) & (h) Field Supervision: Field Supervisor Collaboration**

The EPP must update the field supervision process for candidates in clinical experiences to ensure ongoing support is provided to the candidate by the field supervisor and to ensure the field supervisor is collaborating throughout the experience with the candidate's site supervisor. The EPP must include information about the ongoing support of candidates and collaborative processes between the EPP and campus in the training provided to field supervisors and site supervisors to support candidates. Retain evidence in each candidate's record per the records retention policy. Effective September 1, 2024, 19 TAC §228.105.

2. **19 TAC §228.35(g) & (h) Field Supervision: Field Supervisor Initial Contact**

The EPP must update the field supervision process for candidates in clinical experiences to ensure initial contact is conducted with the candidate by the field supervisor. Retain evidence in each candidate's record per the records retention policy. Effective September 1, 2024, 19 TAC §228.105.

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, completed benchmark documents, and data reported in ECOS provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13]
Following are the findings:

FINDINGS

1. Candidates recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas where the EPP prepared them. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

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

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FINDINGS

1. Candidates were consistently identified as enrolled in the area where one or more certificates were issued. [19 TAC §229.3]
2. Admission data were not reported accurately according to information in candidate transcripts or admission letters. [19 TAC §229.3]
Evidence: All Teacher UG and Principal PB candidate records were missing transcripts.
3. Observation dates and durations were reported as detailed in the observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §229.3 Data Reported: Accurately**

The EPP must implement a process to ensure the integrity of data submitted to ECOS, which includes ongoing data entry and periodic quality control checks to verify data accuracy.

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. The following are the findings:

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has not integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
Evidence: Course syllabi did not reflect instructional strategies and evidence-based inclusive practices for students with disabilities in instruction.
3. The EPP has not integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]

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Evidence: Observation documents for all programs do not provide evidence that the field supervisor captured evidence of implementing inclusive practices, including evidence-based instruction and intervention strategies, during a clinical experience.

4. As required under TEC 21.044 (a-1), there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: Observation documents for all programs do not provide evidence that the field supervisors consistently captured candidates' demonstration of competency in using proactive instructional planning techniques during clinical experiences.

5. In the supervised clinical experience, there is insufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

Evidence: Observation documents for all programs do not provide evidence the field supervisor captured evidence of the implementation of inclusive practices.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by **September 16, 2024**.

1. **19 TAC §228.30(c)(9) Students with Disabilities**
The EPP must update and implement coursework so all candidates receive instruction using proactive instructional planning techniques and evidence-based inclusive practices for students with disabilities. Effective September 1, 2024, 19 TAC §228.57(c).
2. **19 TAC §228.10(a)(1)(J) Field Supervision: Inclusive Practices During Clinical Experiences**
The EPP must update the field supervision process and the observation instruments used by field supervisors to formally observe candidates in the clinical experience so that candidate proficiency in proactive instructional planning techniques and evidence-based inclusive practices for all students, including students with disabilities, is captured. Retain the evidence in each candidate's record per the records retention requirement.

RECOMMENDATIONS

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.

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- Establish a process for adding clinical experience and observation records to ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changed in EPP contact information.
- Consider creating a procedure manual documenting EPP processes to ensure continuity in record-keeping and related processes.
- Align the program's verbiage with the verbiage of the Texas Administrative Code (TAC) (e.g., Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and review the minutes to ensure the program staff knows the current Texas Administrative Code.
- Continue participating in training and webinars provided by the Division of Educator Preparation to ensure the program staff knows current requirements and changes in the Texas Administrative Code.
- Continue to maintain communication with the education specialist assigned to the program.