

Following are the areas where the EPP and/or one or more of its programs were found to requirements in TAC.

The EPP exceeds requirements in 19 TAC §228.35(g)(8) by exceeding the number of observations required for teacher candidates.

EVIDENCE

1. The observation documents show that field supervisors conduct four formal observations per semester for clinical teachers.

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

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has not established evaluative tools and processes for continuous improvement of the programs within the EPP and/or has not engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
Evidence: Testing charts were published in the handbook for candidates; however, there was no further evidence provided of an evaluation process used in continuous improvement of the program.
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. The EPP has not amended the program within the last 5-years. [19 TAC §228.20(e) & (f)]
6. 2185g24 0.725 rg0.004 Tc -0.004 Tw 487.435 -1.207 Td(6.)Tj/TT3 1 Tf0 Tc 0 Tw 0.761 0 T359 The EPP has established

11. The EPP has consistently retained candidate and EPP records per the records retention requirement.
[19 TAC §228.40(f) & §228.10(b)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) by September 12, 2023:

1. Develop language to inform
applicants and candidates about the potential impact of criminal history on eligibility for certification and the right of an individual to request a PCHE.

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and/or §227.15. Following are the findings:

FINDINGS

1. Applicants who were admitted, met all admission requirements. [19 TAC §227.17(a) or §227.15(a)(1)-(2)]
2. The formal written offer of admission was consistently found in candidates records. [19 TAC §227.17(b) & (c) or §227.15(a)(3)-(4)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c) or §227.15(a)(4)]
4. The formal date of admission was included in the written offer of admission. [19 TAC §227.17(d) or §227.15(b)]
5. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the 7 calendar days required. [19 TAC §227.17(e) or §227.15(c)]
6. Candidates were not provided coursework, training, and/or test approval prior to formal or contingency admission. [19 TAC §228.40(d)]

CORRECTIVE ACTION REQUIRED

None

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, and 241. 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)]

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

FINDINGS

1. Training in Ethics was found in coursework. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework but was not consistently provided by the approved provider. [19 TAC §228.30(c)(2)]
Evidence: Dyslexia training was identified in the course where instruction in special education topics was provided; however, for the ten teacher candidates, only five had certificates from the approved provider. There were no certificates found from the approved provider for the five principal candidates reviewed.
3. There was insufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide Prevention was provided consistently to all candidates. [19 TAC §228.30(c)(3)]
Evidence: Instruction in mental health, youth suicide, and substance abuse was not identified in the course syllabi provided. Additionally, out of five undergraduate teacher candidates, records for three did not contain a certificate of training in Mental Health, Substance Abuse, & Youth Suicide Prevention. Evidence of training was not found in the records for the five post-baccalaureate teacher candidates and the five principal candidates.
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 was apparent in coursework. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)]
7. 7.

15. The 686 52727(08)1110058 (s)12.5 Enm-04(d(ru(s)12.c 0.07 e) ()35 (i)2.5 v33J4(e)-J715s4.9 (P (i)2.5 t (s)3(P (i)2



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

FINDINGS

1. Candidates were consistently identified as enrolled in the area in 2.2 9.9 ullowi0.2 (0.4.39) (5) (6.6 (n) 203 (s) n 1 2616

- o provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduces barriers in instruction;
 - o provides appropriate accommodations, supports, and challenges; and
 - o 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 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)]
 3. The EPP has 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)]
 4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - o provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduce barriers in instruction;
 - o provide appropriate accommodations, supports, and challenges; and
 - o 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)]
 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: Candidate proficiency is captured on documents for the teacher candidates reviewed; however, there was no evidence of the proficiency in the areas identified in Component 10 captured for the five principal candidates reviewed.

CORRECTIVE ACTION REQUIRED

The EPP must update coursework and requirements for the supervised clinical experience to meet the requirements in 19 TAC §228.30(c)(9) and TEC 21.044 (a-1) by September 25, 2023.

Update field
supervision requirements and documents to capture candidate proficiency in the Principal standards.

- x The Physical Education EC-12 (158), Health EC-

