



## **2021–2022 Continuing Approval Review Report The University of Texas at Austin**

### **Purpose**

Texas Education Agency (TEA) Education Specialist, Vanessa Alba conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for the University of Texas at Austin on March 10-May 19, 2022. 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. Charles Martinez, Dean, College of Education, was identified as the program Legal Authority and Dr. Sharon Evans, Director, Education Services and Backup Legal Authority was identified as the primary EPP contact for the review process. The University of Texas at Austin was approved as an EPP on January 6, 1969. At the time of the review, the EPP was last rated Accredited in 2018-2019, and for 2019-2020 thru 2021-2022 is rated Not Rated-Declared State of Disaster. The risk level was Stage 3 (low). The EPP reported 361 finishers for the 2019-2020 reporting year and 306 finishers for 2020-2021.

At the time of the review, the University of Texas at Austin (UT) was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, and School Librarian. UT opted to close the Reading Specialist program at the end of 2021-2022 in lieu of an EPP review of that program. The EPP is approved to offer the undergraduate (U), post-baccalaureate (PB), and alternative (ACP), routes to certification.

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. Sharon Evans, Backup Legal Authority; Dr. Sherry Field, Backup Legal Authority; Dr. Sheri Mycue, Clinical Assistant Professor, Department of Curriculum and Instruction; Dr. Debra Cantu, Assistant Professor of Practice, Department of Educational Leadership and Policy; and Ms. Shannon Hewgley, Certification Officer.



## 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 January 31, 2022. Additional EPP documents, including records for 46 candidates, were submitted on February 14, 2022. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

## 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" or "Next Steps" 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 Chapter 228

### Findings

- An entity approved by the SBEC under this chapter shall be reviewed at least once every five years. At the time of the review, the entity shall submit to the TEA staff a status report. UT submitted the Status Report for the EPP Review on January 31, 2021, as required and compliance related to Governance was determined using self-reported information contained within the Status Report.  
The program met the requirement as prescribed. [19 TAC §228.10(b)(1)]
- The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An advisory committee must consist of members representing as many as possible of the groups identified as collaborators. An advisory committee shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). Per page six of the Status Report, the EPP reported that it meets the requirements for membership with a committee that consists of 21 district representatives, a Region 13 Education Service Center (ESC) representative, one community member, and 11 UT representatives. The Superintendent Program has a separate Advisory Committee that consists of 12 school leader representatives, 21 district leaders, three institution of higher education (IHE) representatives, ten business/community representatives, and 12 EPP



representatives. The program provided the Advisory Committee meeting agenda, minutes, and sign-in sheets for the meetings held on September 1, 2019, April 22, 2020, May 11, 2020, and October 14, 2020. The EPP has separate meetings for each program within the university. The advisory committee meeting agendas and minutes reflected that the membership assists in the required topics. The program met the requirement as prescribed. [19 TAC §228.20(b)]

- The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee. Per the Status Report, the EPP stated it meets requirements. Advisory Committee PowerPoints where membership was trained was provided as evidence. [19 TAC §228.20(b)]
- The EPP shall meet a minimum of once during each academic year. Per the Status Report page ten, the EPP stated it meets requirements. The advisory committee meeting agendas and minutes reflected that the advisory committee met in 2019-2020 and 2020-2021. The advisory committee had not yet met for 2020-2021 at the time of the EPP review. The EPP met the requirement as prescribed. [19 TAC §228.20(b)]
- The governing body and chief operating officer shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification. The Back-up Legal Authority and Certification Officer participated in all aspects of the EPP review. The program met the requirement as prescribed. [19 TAC §228.20(c)]
- An EPP that is rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit a notification of a proposed amendment to its program on a letter signed by the EPP's Legal Authority or representative. UT revised the hours required for the School Counselor program in January 2022. The program amendment letter was provided and is on file with TEA. The program met the requirement as prescribed. [19 TAC §228.20(e)]
- Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience. UT has a published calendar of activities for each of its programs. Evidence in the form of a calendar is provided to each candidate



upon admission and was noted in each candidate file. The EPP also provided specific links to pages on the website for each program calendar that corresponded to the calendar that each candidate received upon admission. The program met the requirement as prescribed. [19 TAC §228.20(g)]

- UT has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching when first approved as an EPP on January 6, 1969. The application is on file with TEA. [19 TAC §228.10(c)]
- An educator preparation program (EPP) that is consolidating or closing must comply with the following procedures to ensure that all issues relevant to EPP consolidation or closure have been addressed: (1) Written, signed notification to TEA; (2) Contact candidates about next steps & retain records; (3) Identify a future contact and/or transfer candidate records; and (4) Submit required data to TEA. UT has decided to close the Reading Specialist program in lieu of an EPP Review in 2021-2022. UT has provided notification to TEA and is working with TEA and ESC 13 to ensure that finishers from previous years are standard cert or transferred to ESC 13 as a finisher for test approval and standard certification only. The program met the requirement as prescribed. [19 TAC §228.15(a)]
- All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. UT provided the Exit Policy link and information that is also provided to candidates with the Handbook. All candidates sign for and receive the Handbook upon admission. The program met the requirement as prescribed. [19 TAC §228.20(h)]

### **Compliance Issues to be Addressed**

- None.

### **Recommendations**

- If the advisory committee has not yet met for 2021-2022, it needs to do so before the end of the academic year.

Based on the evidence presented, the University of Texas at Austin is in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

### **Component II: Admission - 19 TAC Chapter 227**

#### **Findings**

- UT has informed applicants and candidates about the required information regarding criminal history. The information was found within the application



material signed by candidates at admission. The program met the requirement as prescribed. [19 TAC §227.1(b), (d)]

- UT has informed applicants of the required information about the EPP. Admission requirements, completion requirements, and the effects of supply and demand were found within the application and signed by each candidate at admission. The performance of the EPP over time for the past five years was found on the UT Certification website. The program met the requirement as prescribed. [19 TAC §227.1(c)(1-3)]
- A total of 46 files were reviewed to verify the EPP is compliant with admission requirements, including five undergraduate (UG) Teacher, five alternative certification program (ACP) Teacher, five post-baccalaureate (PB) Teacher, five PB Principal, one ACP Principal, five PB Superintendent, five ACP Superintendent, five PB School Counselor, five PB School Librarian, and five ACP School Librarian. All candidates met the required institution of higher education (IHE) enrollment or degree requirements. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5(a)]
- For an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission. All candidate files reviewed met or exceeded the GPA requirement. TEA reviewed transcripts in each candidate file that were provided as evidence. 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 by having 12 semester credit hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or by passing a pre-admission content test (TX PACT) prior to admission. In all 15 UG/ACP/PB files reviewed, it was noted that candidates exceeded the 12 or 15-hour requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- If an applicant to a non-teacher program has not met the minimum certification, degree, and/or experience requirement(s) for issuance of a standard certificate prior to admission, the EPP shall inform the applicant in writing of any deficiency prior to admission. All non-teacher files reviewed met the minimum certification and degree requirements prior to admission but the School Librarian program did not. Service records with required years of experience as a classroom teacher, the required degree, and valid teacher certificates served as evidence. Those with deficiencies contained a letter in their file identifying deficiencies. The School Librarian program admitted



three candidates with less than two years of experience but no deficiency letter was found in the files for those candidates. The program met the requirement as prescribed for the Principal, Superintendent, and School Counselor programs, but did not meet the requirement for the School Librarian program. [19 TAC §227.10(a)(5)]

- An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative under the rules established by the Texas Higher Education Coordinating Board (THECB) in Part 1, 19 TAC Chapter 4, Subchapter C, including one of the requirements established by 19 TAC §4.54. The five undergraduate teacher applicants met the requirement with the SAT, ACT, or TSI scores at admission. The ten ACP/PB Teacher candidates met the requirement with official transcripts noting the required degree conferred. All non-teacher candidates met the requirement with an official transcript noting the required degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission and an EPP may admit an applicant who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in 19 TAC Chapter 245. If an applicant is required to take the test of English language proficiency (TOEFL-iBT), the required scores are Speaking-24, Listening-22, Reading-22, and Writing-21. Four UG Teacher candidates had university coursework at UT as per university policy and the 5<sup>th</sup> candidate had an out-of-country transcript with a transcript evaluation and the required TOEFL scores. Three ACP Teacher candidates had degrees conferred from schools in the United States (US) and two had an out-of-country transcript with a transcript evaluation and required TOEFL scores. UT used Foreign Credential Services of America (FCSA) and their university transcript evaluation service to evaluate transcripts. Four out of five PB Teacher candidates met the requirement with a US degree and one had an out-of-country degree with a transcript evaluation and required TOEFL scores. UT uses the university to evaluate transcripts. All non-Teacher candidates met the requirement with US degrees. The program met the requirement as prescribed. [19 TAC §227.10(a)(7); 19 TAC §227.10(f)]
- An applicant must submit an application. All files reviewed contained evidence of an application. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Principal and Superintendent applicants must have two or more screens. The UG/ACP/PB Teacher program used an essay scored on a rubric



with levels of proficiency identified. All UG Teacher candidate files reviewed contained evidence of the screen. Two out of five ACP Teacher files and one of the five PB Teacher files contained evidence of the screen. The PB/ACP Principal program requires two screens: An interview scored on a rubric with levels of proficiency identified and a statement of purpose scored on a rubric with levels of proficiency identified. All six files reviewed contained evidence of the screens. The PB/ACP Superintendent program requires four screens: an interview, a writing sample, a problem-solving activity, and a presentation on a critical executive educational topic. Each screen is scored on a rubric with levels of proficiency identified. Each of the ten files reviewed contained evidence of the screens. The PB School Counselor program requires an interview scored on a rubric with levels of proficiency identified, but the evidence was not provided for the five files reviewed. The PB/ACP School Librarian program did not provide evidence of a screen for the ten files reviewed. The program met the requirement as prescribed for the UG Teacher, PB/ACP Principal, and PB/ACP Superintendent programs, but did not meet the requirement as prescribed for the ACP/PB Teacher, PB School Counselor, or PB/ACP School Librarian programs. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]

- An EPP may adopt requirements in addition to and not in conflict with those required in this section. The PB/ACP Principal program requires three letters of recommendation and a resume scored on a rubric with levels of proficiency identified. All six files contained evidence of both requirements. The PB/ACP Superintendent program requires three references and a resume, but these items were not found in the ten files reviewed. The PB School Counselor and PB/ACP School Librarian programs require a statement of purpose, three letters of recommendation, and a resume. All files reviewed contained evidence of each. The program met the requirement as prescribed for the PB/ACP Principal, PB School Counselor, and PB/ACP School Librarian programs, but did not meet the requirement as prescribed for the PB/ACP Superintendent programs. [19 TAC §227.10(b)]
- For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification, and the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. Formal admission letters containing the effective date of admission and signatures of candidates were evidence identified in the files for 14 out of 15 UG/ACP/PB Teacher candidates, five



out of six PB/ACP Principal candidates, five PB School Counselor candidates, and ten PB/ACP School Librarian candidates. Evidence of formal admission was not found for one PB Teacher candidate and the PB/ACP Superintendent candidates. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. None of the candidates had been admitted contingently. The program met the requirements as prescribed for all programs, except the PB/Superintendent program. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

- An EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission. Twelve UG/ACP/PB Teacher candidates were reported as admitted within the 7-days required. One UG and two PB Teacher candidates were reported as admitted thru the GPA spreadsheets submitted and verified by TEA. In the PB/UG Principal program, all six candidates were reported as admitted within the 7-days required. In the PB/ACP Superintendent program, nine were admitted within 7-days and the 10<sup>th</sup> candidate was reported as admitted thru GPA spreadsheets submitted and verified by TEA. In the PB School Counselor program, four out of five candidates were reported as admitted within the 7-days and the 5<sup>th</sup> candidate was not. In the PB/ACP School Librarian program, all ten candidates were reported as admitted within the 7-days as required. TEA utilized the audit trail in the Educator for Certification Online System (ECOS) to verify that each candidate was uploaded into ECOS as required. The program met the requirement as prescribed. [19 TAC §227.17(f)]
- The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. Per the [Data Dashboard](#) on the TEA website, the overall GPA of the incoming class in 2020-2021 was 3.53, in 2019-2020 it was 3.47, and in 2018-2019 it was 3.47. The program exceeded the requirement as prescribed. [19 TAC §227.19(a)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §227.10(a)(5) Admission Requirements: Requirements Deficiency  
If an applicant has not met the minimum certification, degree, and/or experience requirement(s) for issuance of a standard certificate prior to admission, the EPP shall inform the applicant in writing of any deficiency prior to admission.  
Action: Require all School Librarian applicants to submit all admission documents required for admission and provide the applicant a written deficiency letter that





identifies the deficiency that must be met prior to standard certification. Retain all evidence in each candidate file.

- 19 TAC §227.10(a)(8) Admission Requirements: Screen  
An applicant must participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.  
Action: Require applicants to the Teacher ACP, Teacher PB, School Counselor PB, and Librarian PB programs to participate in an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Retain the screen and rubric used by the EPP in each candidate file.
- 19 TAC §227.10(b) Admission Requirements: Additional Requirements  
An EPP may adopt requirements in addition to and not in conflict with those required in this section.  
Action: Require all Superintendent PB and ACP applicants to submit a resume and three references as required.
- 19 TAC §227.17(a-c) & 19 TAC §227.17(d) Formal Admission  
For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification, and the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. The effective date of formal admission must be included in the offer of formal admission.  
Action: Require the EPP to retain evidence of all PB/ACP Superintendent formal admits, including the dated written offer of admission, and the dated written applicant acceptance. Retain evidence of the written formal admission offer and written dated formal acceptance letter in each candidate file.

Based on the evidence presented, the University of Texas at Austin is not in compliance with 19 TAC Chapter 227 - Admission Criteria.



## Component III: Curriculum – 19 TAC §228.30

### Findings

- Self-reported information contained within the Status Report signed by the Legal Authority was used to determine compliance with items pertaining to the curriculum.
- The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation. The curriculum area reviewed by TEA was the Core Subjects EC-6 with Science of Teaching Reading (STR) in the undergraduate route. UT reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. The program submitted alignment charts for the certificate area identifying where each of the standards is addressed. However, the Music and Theatre standards were not complete, suggesting that the standards are not taught. The program did not meet the requirement as prescribed. [19 TAC §228.30(a)]
- The EPP shall for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). In the Status Report, UT identified that the required instruction is taught in the UG, ACP, and PB programs in a variety of courses required for each Teacher certificate area. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness. UT identified scientifically-based research within the Status Report for each program.
  - Teacher: Fountas & Pinnell *Guided Reading: Responsive Teaching Across the Grades (2nd Edition)*. Cueto, D., & Corapi, S. (2019). Critical inquiries into politicized issues. *Journal of Children's Literature*, 45(1), 38-49. This is a new, required article in EDC 370E Reading Methods. Borrero Botero, L. (2008). *Enseñando a leer: Teoría práctica e intervención*. Bogotá, Colombia: Educativa. This book summarizes the Science of Teaching Reading comprehensively and clearly. Hammond, Zaretta (2014). *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*
  - Principal: The Department Chair and Directors facilitated four faculty retreats over the course of a year to review each syllabus to seek evidence of updated research-based practices and frameworks, literature, and assignments that required students to learn theory and apply it in their school as a principal intern/resident. Three universities visited during the course of the year to



share their practices with the TPLA faculty. (Texas Tech, Washington University, and Dean Michelle Young from Loyola Marymount University). We redesigned the course program, developed a scope and sequence, assessments with rubrics to measure principal standards, and aligned our curriculum to ensure all principal standards are addressed in all of the program courses.

- Superintendent: The curriculum has been developed based on the latest research evidence as published in the most rigorous journals in the field and outside the field. Some of the courses use problem-based approaches to understanding the real problems school districts confront, from equity to allocation of resources, to community challenges. The faculty uses the most effective models to instruct future leaders about such problems. Thus, the curriculum is constantly updated. The following research models help UT redesign the program curriculum. Darling-Hammond, Meyerson, LaPointe, and Orr (2010) wrote about exemplary programs and their program components which had been previously established as “best practices” in the research literature for the preparation of school leaders.
- Counselor: Best practice and updated research from American School Counseling Association regarding virtual school counseling implementation and ethical considerations.
- Librarian: The program submitted the works of the following: DiScala, J., & Subramaniam, M. M. (2011); Stefl-Mabry, J. (2018); Todd, R. J. (2015)

The program met the requirement as prescribed. [19 TAC §228.30(b)]

- The code of ethics and standard practices for Texas educators, pursuant to 19 TAC Chapter 247, which include: (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students is taught to all candidates in all programs in identified coursework. The program met the requirement as prescribed. [19 TAC §228.30(c)(1)(A-C)]
- Instruction in the detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b) is taught to all candidates in all programs in identified coursework. The program met the requirement as prescribed. [19 TAC §228.30(c)(2)]
- Instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1) is taught to all candidates in all programs in identified coursework. The program met the requirement as prescribed. [19 TAC §228.30(c)(3)]
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state are



taught to all candidates in all programs in identified coursework. The program met the requirement as prescribed. 19 TAC §228.30(c)(4)]

- The importance of building strong classroom management skills is taught to all candidates in all programs in identified coursework. The program met the requirement as prescribed. 19 TAC §228.30(c)(5)]
- The framework in this state for teacher and principal evaluation is taught to all candidates in all programs in identified coursework. The program met the requirement as prescribed. [19 TAC §228.30(c)(6)]
- Appropriate relationships, boundaries, and communications between educators and students is taught to all candidates in all programs. The program met the requirement as prescribed. 19 TAC §228.30(c)(7)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum is taught to all candidates in all programs. The EPP provided the evaluative tool, questionnaire, and resources to address deficiencies used for all candidates. The program met the requirement as prescribed. 19 TAC §228.30(c)(8)]
- The relevant TEKS, including the English Language Proficiency Standards (ELPS), are required to be taught to all Teacher candidates. The EPP submitted the ELPS alignment chart identifying where the topic is taught for the UG Teacher program. The program met the requirement as prescribed. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content-area literacy is required to be taught to all Teacher candidates. The Status Report identified where the requirement is taught by Teacher certificate area and route. The program met the requirement as prescribed. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood and pre-kindergarten, the Prekindergarten Guidelines are required to be taught. The Status Report identified where the requirement is taught by Teacher certificate area and route. The program met the requirement as prescribed. [19 TAC §228.30(d)(3)]
- The skills and competencies captured in the Texas teacher standards in [19 TAC Chapter 149, Subchapter AA](#) are required to be taught to all Teacher candidates. The Status Report identified where the requirement is taught by Teacher certificate area and route. For the Core Subjects EC-6/ESL certificate area, the standards are taught in identified coursework. The program met the requirement as prescribed. [19 TAC 149.1001(b)(1-6); 19 TAC §228.30(d)(4)]
- Developmentally appropriate research- and-evidence based assessment and instructional practices to promote students' development of grade-level skills are required to be taught to all Teacher candidates. For the Core Subjects EC-6/ESL certificate, the requirement is taught in identified coursework. The program met the requirement as prescribed. [19 TAC §235.1(b)(3)]



- For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in [19 TAC Chapter 149, Subchapter BB](#). The program provided the administrator standards alignment chart as evidence. The program met the requirement as prescribed. [19 TAC 228.30(e)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.30(a) Standards-based Curriculum  
The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation  
Action: Update coursework required for the Core Subjects EC-6 with STR certificate to include instruction in all Music and Theater standards.

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

### **Component IV: Coursework, Training, Program Delivery, and Ongoing Support – 19 TAC §228.35**

#### **Findings**

- An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based. TEA reviewed 15 UG/ACP/PB Teacher files, six PB/ACP Principal files, ten PB/ACP Superintendent files, five School Counselor files, and ten PB/ACP Librarian files to verify compliance. The program provided a candidate testing history, program benchmarks, and degree plans/transcripts for each file reviewed as evidence that candidates are provided with adequate preparation and training that is sustained, rigorous, interactive, and performance-based. The program met the requirement as prescribed. provides [19 TAC §228.35(a)(1-2)]
- All coursework and/or training shall be completed prior to EPP completion and standard certification. In the Teacher program, two UG, four ACP, and two PB Teacher candidates reached the point of standard certification. In the non-teacher program, two PB and one ACP Principal candidates, one PB Superintendent candidate, two School Counselor candidates, and one PB Librarian candidate reached the point of standard certification. The program provided a benchmark document completed by the Certification Officer along with transcripts noting



degrees conferred and/or coursework completed as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]

- UT has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The information was provided in admission application documents reviewed and signed by candidates at the time of admission. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A-B)]
- An EPP shall provide each Teacher candidate with a minimum of 300 clock hours of coursework and/or training to adequately prepare the candidate to be effective in the classroom. Candidates for initial teacher certification earn more than 300 clock-hours of required coursework and training. Transcripts for each of the 15 UG/ACP/PB Teacher candidates noting coursework completed served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(b)]
- An EPP shall provide a candidate seeking certification in a certification class other than classroom teacher with a minimum of 200 clock hours of coursework and/or training that is directly aligned to the educator standards for the applicable certification class. An EPP shall provide coursework and/or training to ensure that the educator is effective in the assignment. Six PB/ACP Principal, ten PB/ACP Superintendent, five School Counselors, and ten PB/ACP Librarian degree plans, transcripts, and benchmarks were reviewed. All met the minimum requirement for clock hours. Candidates in the School Counselor program are required to earn a 48-hour master's degree in counseling. The program met the requirement as prescribed. [19 TAC §228.35(c)]
- Unless a candidate qualifies as a late hire, a candidate shall complete 150 clock-hours of coursework and/or training that allows candidates to demonstrate proficiency in required curriculum topics and 30 clock-hours of field-based experiences (FBEs) prior to any clinical teaching or internship.
  - Four out of five UG Teacher candidates, four out of five ACP Teacher candidates, and two out of five PB Teacher candidates reached the point of clinical teaching. All completed pre-service coursework as required per degree plans and transcripts presented for review. One UG Teacher, one ACP Teacher, and two PB Teacher candidates were in process of completing pre-service coursework and one PB Teacher candidate withdrew from the program.
  - Four out of five UG, four out of five ACP, and three out of five PB Teacher candidates completed field-based experiences (FBEs) as required. One UG, one ACP, and one PB Teacher candidate are in process or have not started and one PB Teacher candidate withdrew. UT provided candidate FBE



reflections and FBE observation logs reflecting the date, subject area, grade level, campus, district, time in & out, and interactions with students served as evidence of compliance. Candidates complete more than the required FBEs and the majority of the early field experiences are interactive. Candidates are actively involved with students in EC-12 and are observed by cooperating teachers and field supervisors in a variety of settings during the FBE requirement.

The program met the requirement as prescribed. [19 TAC §228.35(b)(2)(A-J); 19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1); 19 TAC §228.35(e)(1)(a)]

- Up to 15 clock-hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based method. One ACP and one PB Teacher candidate completed electronic FBEs during the pandemic. FBEs met the same requirements as regular FBEs, but were via video transmission and were documented by each candidate, and evidence was retained by the EPP. The program met the requirement as prescribed. [19 TAC §228.35(e)(b)(1)]
- For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following: clinical teaching or internship. Four UG, four ACP, and three PB Teacher candidates completed clinical teaching or were in process. The remaining had not yet started and one PB Teacher candidate withdrew. Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned served as evidence of compliance. Each candidate was in a single subject area placement for a full day for 14 weeks and each candidate had two placements, low and high grades within the certificate area assignment during the 14 weeks. Clinical teaching logs including dates, start and end times each day verified by the cooperating teacher for each placement served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A-B); 19 TAC §228.35(e)(2)(A)(II); 19 TAC §228.35(e)(2)(A)(I)(a)]
- Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment. Each of the four UG, 4 ACP, and three PB Teacher candidate files reviewed contained evidence of standards-based field supervisor observation instruments that were T-TESS based and measured proficiency in the standards. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher does not recommend, 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 cooperating teacher. Two UG, four ACP, and two PB Teacher candidates reached the point of standard certification. Each candidate had a recommendation in their file in the form of dated digital signatures from the field supervisor (FS) and cooperating teacher noting that each should be standard certified. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]

- Candidates participating in an internship, or in a clinical teaching assignment, need to 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 or an internship, they must be provided through field-based experiences. Three UG Teacher candidates started clinical teaching at the beginning of the year and two candidates experienced the beginning of the year during the FBE requirement. Four ACP candidates started clinical teaching at the beginning of the year and the fifth candidate experienced the beginning of the year during the FBE requirement. Two PB Teacher candidates started clinical teaching at the beginning of the year, two experienced the start of the year during the FBE requirement, and the fifth candidate withdrew from the EPP. Clinical teaching placement information and FBE logs served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(4)]
- An internship or clinical teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting. All candidates completing clinical teaching did so in public schools. Clinical Teachers did not have an administrative role over the cooperating teacher assigned and were not related to the FS or cooperating teacher. Placement lists were reviewed for four UG, four ACP, and three PB Teacher candidates and served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.35(e)(6) ; 19 TAC §228.35(e)(7)(A-B)]
- For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours. Practicum logs served as evidence of compliance.
  - Principal PB/ACP Program: Two PB candidates completed a practicum that was more than 160 clock hours, two candidates completed the practicum during the pandemic and had fewer than 160 clock hours, and one was in process. The ACP candidate completed a practicum that was more than 160 clock hours.





- Superintendent PB/ACP Program: All five PB candidates completed a practicum that was 160 clock hours or more. Three of the five ACP candidates reached the point of practicum. One completed more than 160 clock hours, and two were in process.
- School Counselor Program: All five candidates completed a practicum that was more than 160 clock hours.
- Librarian PB/ACP Program: Four PB candidates completed a practicum that was more than 160 clock hours and the fifth candidate was in process. One ACP candidate completed a practicum that was more than 160 clock hours and four had not yet started the practicum.

The non-teacher programs met the requirement as prescribed. [19 TAC §228.35(e)(8)]

- A candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought:
  - Principal PB/ACP Program: All six candidates were evaluated by the FS on a T-PESS type standards-based evaluation tool with levels of proficiency identified.
  - Superintendent PB/ACP Program: Five PB and three ACP candidates had only a narrative in their file and were not evaluated on a standards-based observation instrument with levels of proficiency identified.
  - School Counselor Program: Three candidate files reviewed that had reached the point of field supervision during the practicum contained only a narrative summary of what was observed. The instrument used by the FS was not standards-based and did not contain levels of proficiency.
  - Librarian PB/ACP. Four PB and one ACP candidate files reviewed contained only a narrative. The instrument used by the FS was not standards-based and did not contain levels of proficiency. One PB and four ACP candidates had not yet begun.

The Principal program met the requirement as prescribed, but the Superintendent, School Counselor, and Librarian programs did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]

- A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting. A practicum shall not take place in a setting where the candidate has an administrative role over the site supervisor or is related to the field supervisor or site supervisor. All non-teacher practicum assignments were in public schools or districts. Six PB/ACP Principal, Five PB & three ACP Superintendent, three School Counselor candidates that reached the point of field supervision during the practicum, and four PB & three ACP Librarian files were



reviewed for practicum information that included start and end dates, district, and campus identified. None of the candidates had an administrative role over the site supervisor or was related to the FS or site supervisor per the documents reviewed. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(A); 19 TAC §228.35(e)(8)(B)(i-ii)]

- An intern or probationary certificate may be issued to a candidate for a certification class other than classroom teacher. A candidate must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of a probationary certificate in that class.
  - Counselor Program: one candidate was placed on an intern certificate. The Statement of Eligibility (SOE) was provided.
  - Librarian PB/ACP Program: Three PB candidates and one ACP candidate were placed on an intern certificate. The Statement of Eligibility (SOE) was provided.

The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(C)(i)]

- A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation.
  - Principal PB/ACP Program: Two PB and one ACP candidate were standard certified. Each candidate file reviewed contained evidence that the FS and site supervisor recommended to the EPP that each candidate was successful and should be standard certified.
  - Superintendent PB/ACP Program: Two PB candidates were standard certified. Only one file reviewed contained evidence that the FS and site supervisor recommended to the EPP that the candidate was successful and should be standard certified.
  - School Counselor Program: Two candidates were standard certified. Each candidate file reviewed contained evidence that the FS and site supervisor recommended to the EPP that each candidate was successful and should be standard certified.
  - Librarian PB/ACP Program: One PB candidate was standard certified. There was no evidence in the file reviewed that the FS and site supervisor recommended to the EPP that the candidate should be standard certified.



The program met the requirement as prescribed in the Principal and School Counselor programs, but did not meet the requirement as prescribed in the Superintendent or Librarian programs. [19 TAC §228.35(e)(8)(D)]

- An EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum.
  - Teacher UG/PB/ACP Program: 13 candidates were assigned a cooperating teacher and two candidates had not yet begun clinical teaching.
  - Principal PB/ACP Program: All six candidates were assigned a site supervisor.
  - Superintendent PB/ACP Program: Four out of five PB candidates were assigned a site supervisor and documentation was not provided for the fifth candidate. Three out of four ACP candidates were assigned a site supervisor. Evidence was not provided for the fourth candidate and the fifth candidate had not yet started.
  - School Counselor Program: All five candidates were assigned a site supervisor.
  - Librarian PB/ACP Program: All five PB candidates and one ACP candidate were assigned a site supervisor. The remaining four ACP candidates had not yet started.

The program met the requirement as prescribed for all, but did not meet the requirement for the ACP Superintendent Program. [19 TAC §228.35(f)]

- Cooperating teachers, mentors, and site supervisors must be qualified. Each must have three years of experience, must be an accomplished educator as shown by student learning, and must be certified.
  - Teacher UG/ACP/PB Program: The EPP provided district verification of qualifications for all five PB cooperating teachers assigned to UG Teacher candidates. The EPP provided district verification of qualifications for two out of four ACP cooperating teachers assigned to candidates and did not retain evidence of qualifications for the two candidates assigned to cooperating teachers in two districts that determine qualifications. The EPP provided district verification of qualifications for the three cooperating teachers assigned to PB candidates.
  - Principal PB/ACP Program: The program provided valid principal certificates for site supervisors assigned to the six candidates, but did not provide any other verification of qualifications.
  - Superintendent PB/ACP Program: The EPP provided resumes and valid Superintendent certificates for four out of five site supervisors assigned to



PB candidates. The program provided valid certificates for the four site supervisors assigned to the ACP candidates but did not provide resumes.

- School Counselor Program: The EPP did not provide evidence that the site supervisors assigned to the five candidates were qualified.
- Librarian PB/ACP Program: The EPP provided valid Librarian certificates for the site supervisors assigned to PB candidates, but only provided the resume for one. In the ACP program, the EPP did not provide qualifications for the site supervisor assigned to the candidate.

The program met the requirement as prescribed for the Teacher UG/PB, and Superintendent PB programs, but did not meet the requirement as prescribed for the Principal PB/ACP, Superintendent ACP, School Counselor, or School Librarian PB/ACP programs. [19 TAC §228.2(14); 19 TAC §228.2(26); 19 TAC §228.2(33)]

- The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor 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. The training must include training in how to coach and mentor teacher candidates and must occur within three weeks of assignment to each candidate
  - Teacher UG/ACP/PB Program: Evidence of training was not provided.
  - Principal PB/ACP Program: The six site supervisors were trained within three weeks as verified by signature in the Handbook which contained the training.
  - Superintendent PB/ACP Program: The EPP provided evidence of training within three weeks of assignment for one site supervisor assigned to an ACP candidate. The rest of the files reviewed contained no evidence of training.
  - School Counselor Program: The EPP provided evidence that four out of five site supervisors were trained within three weeks of assignment.
  - Librarian PB/ACP Program: The EPP provided evidence that four out of five site supervisors assigned to PB candidates were trained within three weeks, but did not provide evidence for the fifth site supervisor assigned. The EPP did not provide evidence that the site supervisor assigned to the ACP candidate was trained within three weeks.

The program met the requirement as prescribed for the Principal PB/ACP, School Counselor, and Librarian PB programs, but did not meet the requirement as prescribed for the Teacher UG/ACP/PB, Superintendent PB/ACP, or Librarian ACP programs. [19 TAC §228.35(f); 19 TAC §228.2(14); 19 TAC §228.2(26); 19 TAC §228.2(33)]

- Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field



supervisor. A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor assigned as required by 19 TAC §228.35(f) may not also serve as a candidate's field supervisor. All candidates in all programs were assigned a field supervisor. Candidate placement information showing the date of placement and field supervisor assigned served as evidence for each candidate that reached the point of clinical teaching, internship, or practicum. The program met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- Field supervisors must hold the required credentials appropriate for the candidate(s) supervised. A field supervisor is a currently certified educator who preferably has advanced credentials, three years of experience, and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15.
  - Teacher UG/ACP/PB Program: The program provided a valid Teacher certificate for one FS assigned to an ACP candidate, but did not provide any other evidence for five FS assigned to UG candidates, four FS assigned to ACP candidates, or four FS assigned to PB candidates.
  - Principal PB/ACP Program: The EPP provided valid principal certificates and resumes for FS assigned to six PB/ACP candidates.
  - Superintendent PB/ACP Program: The EPP provided a valid Superintendent certificate for the FS assigned to the five PB candidates, but did not provide any other qualifications. The EPP provided a valid Superintendent certificate and resume to the FS assigned to four ACP candidates and only a valid certificate for the FS assigned to the fifth candidate.
  - School Counselor Program: Qualifications were not provided for the FS assigned to five candidates.
  - Librarian PB/ACP Program: The EPP provided a valid Librarian certificate for the FS assigned to all PB candidates and one ACP candidate.

The program met the requirement as prescribed in the Principal PB/ACP, Superintendent ACP, and Librarian PB/ACP programs, but did not meet the requirement as prescribed for the Teacher UG/PB/ACP, Superintendent PB, or School Counselor programs. [19 TAC §228.2(18)]



- Field supervisors must 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.
  - Teacher UG/ACP/PB: Four out of five FS assigned to UG candidates received local and statewide training. Certificates of training were provided as evidence. The EPP did not provide sufficient evidence that the FS assigned to ACP or PB candidates received both local and statewide training.
  - Principal PB/ACP Program: The program provided evidence of local training for four out of five FS assigned to PB candidates and ESC 13 training certificates for statewide training. The FS assigned to the ACP candidate had local training and ESC 13 training.
  - Superintendent PB/ACP Program: The FS assigned to all PB candidates had local, but not statewide training. The EPP provided evidence of local training for FS assigned to some ACP candidates and evidence of statewide training for some candidates, but the EPP did not provide sufficient evidence that all FS assigned to candidates had both trainings.
  - School Counselor Program: The EPP provided evidence of statewide training for all FS assigned to candidates, but did not provide evidence that any had received local training.
  - Librarian PB/ACP: Four out of five FS assigned to PB candidates had statewide training as evidenced by certificates of completion, but none had local training. The EPP provided statewide training for the FS assigned to the ACP candidate, but no evidence of local training.

The EPP met the requirement as prescribed for the UG Teacher and PB/ACP Principal programs, but did not meet the requirement as prescribed for the Teacher ACP/PB, Superintendent PB/ACP, School Counselor, or Librarian PB/ACP programs. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Initial contact between Teacher candidates and field supervisors, which may occur via telephone, email, or other electronic communication, must occur within the first three weeks of the assignment. For certification in a certification class other than classroom teacher, the initial contact, must occur within the first quarter of the assignment. FS contact logs and candidate observation documents were reviewed as evidence for all programs. Initial contact was made via email, phone, video technology, or in person per documentation reviewed. An initial contact was made as required per the sufficient documentation provided for candidates in all programs, except for the PB Teacher and ACP Superintendent programs. The program met the requirement as prescribed for the UG/ACP Teacher, PB/ACP Principal, PB Superintendent, Counselor, and Librarian PB programs, but did not



meet the requirement for the PB Teacher or ACP Superintendent programs. [19 TAC §228.35(g); 19 TAC §228.35(h)]

- For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference needs to be onsite. Observation instruments signed by the candidate and FS for each observation and FS contact logs were reviewed as evidence for each file reviewed. There was sufficient evidence that the required conferences were held for candidates in the ACP/PB Teacher, PB/ACP Principal, School Counselor, and PB/ACP Librarian programs. There was not sufficient evidence provided for the UG Teacher and PB/ACP Superintendent programs. The ACP/PB Teacher, PB/ACP Principal, School Counselor, and PB/ACP Librarian programs met the requirement as prescribed, but the UG Teacher and PB/ACP Superintendent programs did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- For each formal observation, the field supervisor shall document educational practices observed. For initial certification of teachers: For each formal observation, a copy must be provided to the candidate's cooperating teacher or mentor. In a certification class other than classroom teacher: For each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's site supervisor. Observation instruments signed by the candidate and FS, cooperating teacher/mentor/site supervisor for each observation, and FS contact logs were reviewed as evidence for each file reviewed. Sufficient evidence of observation documentation was provided in the UG/ACP/PB Teacher, PB/ACP Principal, School Counselor, and PB/ACP Librarian programs. Insufficient evidence was provided for the PB/ACP Superintendent program. The EPP met the requirement as prescribed in the UG/ACP/PB Teacher, PB/ACP Principal, School Counselor, and PB/ACP Librarian programs, but did not meet the requirement as prescribed in the PB/ACP Superintendent program. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Informal observations and coaching shall be provided by the field supervisor as appropriate. For all candidates in all programs, the FS assigned provided informal observations and coaching. FS logs, email records, phone records, and observation forms were provided as evidence for all candidate files reviewed. The program met the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format.



- Teacher UG/ACP/PB Program: All five UG, five ACP, and three PB Teacher observation documents reviewed contained observations that were 45 minutes in duration, conducted by the FS, and were in a face-to-face setting as required. The first observation for each candidate file reviewed was within the first third of the assignment. Each candidate file reviewed contained three or more formal observations that all met the requirements.
- Principal PB/ACP Program: All six PB/ACP candidate observation documents reviewed contained observations conducted by the field supervisor totaling 135 minutes that occurred in the first, second, and final third of the practicum experience.
- Superintendent PB/ACP Program: The observation documentation provided for the five PB candidates did not meet the requirements. The program provided one document that was a record of a conversation between the FS and each candidate for each file reviewed. There was a note in each candidate file that stated that one document totaling 135 minutes was acceptable and that information is not in alignment with TAC. The three ACP files reviewed also did not contain actual observation documentation but did have a record that observations were completed.
- School Counselor Program: Three of the five files reviewed contained observation documents totaling 135 minutes and conducted by the FS that met requirements. Two files reviewed were each missing an observation. It was noted that observation documentation has improved with the more recent candidates completing a practicum.
- Librarian PB/ACP Program: Three of the five PB files reviewed contained observation documents totaling 135 minutes and conducted by the FS that met requirements. The other two files were missing an observation each. The ACP file reviewed contained observation documents totaling 135 minutes and conducted by the FS that met requirements.

It was noted that in the non-teacher programs during the pandemic, some observations were face-to-face and some were virtual. UT typically observes non-teacher candidates in a face-to-face format. The program met the requirement as prescribed in the Teacher UG/ACP/PB, Principal PB/ACP, and Librarian ACP programs, but did not meet the requirement as prescribed in the Superintendent PB/ACP, Counselor, or Librarian PB programs. [TAC §228.35(g)(1-8) & (h)(1-3)]





### Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience  
A candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.  
Action: Require Superintendent PB/ACP, School Counselor, and Librarian PB/ACP to demonstrate proficiency in each of the educator standards required for the certificate sought. Utilize a standards-based observation instrument with levels of proficiency identified to measure proficiency. Retain evidence in each candidate file.
- 19 TAC §228.35(e)(8)(D) Skills Implementation: Successful Practicum  
A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation.  
Action: Require the field supervisor and site supervisor assigned to Superintendent PB and Librarian PB candidates to recommend to the EPP that the candidate was successful in the practicum placement. If the candidate was not successful, require the field supervisor or site supervisor to provide written documentation supporting the lack of recommendation to the candidate and the FS/site supervisor as applicable. Retain all evidence in each candidate file.
- 19 TAC §228.35(f) Campus Supervision Site Supervisors Assigned  
An EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum.  
Action: Require the EPP to assign a site supervisor to each Superintendent ACP candidate. Retain documentation of the site supervisor assigned in each candidate file.
- 19 TAC §228.2(14), §228.2 (26), and §228.2(33)  
Campus Supervision: Qualifications\_of Cooperating Teachers, Mentors, Site Supervisors  
Cooperating teachers, mentors, and site supervisors must have at least three years of experience in the certification class; be an accomplished educator as shown by



student learning; be currently certified in the certification category or class for the assignment for which the candidate is seeking certification.

Action: Require all cooperating teachers assigned to Teacher ACP, Principal PB/ACP, Superintendent ACP, School Counselor, and Librarian PB candidates to be qualified. Retain evidence of qualifications in each candidate file.

- 19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors  
The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor 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. Each mentor, cooperating teacher, and/or site supervisor must have training in how to coach and mentor candidates within three weeks of assignment to each candidate.  
Action: Require each cooperating teacher assigned to a UG/ACP/PB Teacher candidate, each site supervisor assigned to a Superintendent PB/ACP candidate, and each site supervisor assigned to a Librarian ACP candidate to be trained according to requirements. Retain evidence of training in each candidate file.  
If permitting cooperating teachers and site supervisors to be trained by the district, retain a copy of the dated training certificate in each candidate file.
- 19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications  
Field supervisors are required to hold credentials appropriate for the candidate(s) supervised. A field supervisor is a currently certified educator, who preferably has advanced credentials, and shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning.  
If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15.  
Action: Require all field supervisors assigned to Teacher UG/ACP/PB, Superintendent PB/ACP, and School Counselor candidates to hold the required credentials for the candidates supervised. Retain all evidence of credentials in each candidate file.



- 19 TAC §228.35(g) &(h) Field Supervision: Field Supervisor Training  
Each field supervisor must 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.  
Action: Require each field supervisor assigned to a Teacher ACP/PB, Superintendent PB/ACP, School Counselor, and Librarian PB/ACP candidate to be trained locally by the EPP and to receive statewide field supervisor training. Retain dated evidence of each training in each candidate file. If a field supervisor is trained with T-TESS, a yearly training certificate is required. Statewide field supervisor training is only required once.
- 19 TAC §228.35(g) & §228.35(h) Field Supervision: Field Supervisor Initial Contact  
Initial certification of teachers: The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of the assignment. For certification in a certification class other than classroom teacher... The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment.  
Action: Require field supervisors assigned to Teacher PB candidates to make initial contact with each candidate within the first three weeks of the assignment.  
Require field supervisors assigned to Superintendent ACP candidates to make initial contact within the first quarter of the assignment.  
Retain evidence of initial contact in each candidate file.
- 19 TAC §228.35(g) & §228.35(h) Field Supervision: Pre- and Post-Conferences  
For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; Neither the pre-observation conference nor the post-observation conference needs to be onsite.  
Action: Require field supervisors assigned to Teacher UG and Superintendent PB/ACP candidates to conduct pre- and post-observation conferences as required for each formal observation. Retain evidence of each pre- and post-observation conference in each candidate file.
- 19 TAC §228.35(g) & §228.35(h) Field Supervision: Educational Practices Observed  
For each formal observation, the field supervisor shall document educational practices observed.



Require field supervisors assigned to each Superintendent PB/ACP candidate to document the educational practices observed. Retain evidence in each candidate file.

- 19 TAC §228.35(g) & §228.35(h) Field Supervision: Observation-Written Feedback  
For certification in a certification class other than classroom teacher, for each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's site supervisor.  
Action: Require field supervisors assigned to each Superintendent PB/ACP candidate to document educational practices observed for each formal observation. Retain evidence in each candidate file.
- 19 TAC §228.35(h) Field Supervision: Practicum-Formal Observation Duration; Observation Number & Frequency  
Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.  
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.  
Action: Require the field supervisor assigned to Superintendent PB/ACP candidates, School Counselor candidates, and Librarian PB candidates to conduct formal observations of the candidate that are 135 minutes in duration throughout the practicum.  
Each formal observation must be an actual observation of the candidate practicing the standards and not just a meeting, conference, or discussion.  
Retain evidence of each formal observation instrument noting the 135 minutes of observations across three observations during the first, second, and final third of the practicum in each candidate file.

### **Recommendations**

- Consider using an observation instrument for Superintendent candidates that is similar to the one used by the Principal program, but that has the Superintendent standards on it.

Based on the evidence presented, the University of Texas at Austin is not in compliance with 19 TAC §228.35 – Coursework, Training, Program Delivery, and On-Going Support.



## Component V: Assessment and Evaluation of Candidates and EPP – 19 TAC §228.40

### Findings

- To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks. UT has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document or a transcript/degree plan noting where the candidate was in the program. For each file reviewed and for each Component from admission to standard certification, the benchmark document, and degree progress were provided as evidence of compliance for all files reviewed. It was noted that the Principal program has an excellent benchmark system and candidates are required to sign off that each requirement has been completed or is in process of being completed. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish structured assessments of the candidate's progress throughout the EPP. UT has structured assessments to measure candidate progress. The EPP provided evaluation instruments for three candidates: SPED EC-12, Bilingual Core Subjects EC-6, & Core Subjects EC-6. They were pre-service rating instruments for candidates with levels of proficiency noted for clustered standards completed by a university supervisor. The EPP also provided an STR performance-based assessment that was scored on a 4-point scale with levels of proficiency related to understanding of relevant content knowledge and skills. It was a student evaluation of reading skills. The candidate met with individual students and asked them to read aloud while the candidate completed a running record of a student's performance and recorded errors. The candidate then completed a constructed response to identify a significant need, an instructional strategy, and based the response on TEKS & knowledge of reading pedagogy, the developmental progression of foundational skills, and reading comprehension. TEA also reviewed a Principal as Instructional Leader (PIL) Assessment and rubric that is on file with TEA based on pillars for UT's recently approved PIL certificate. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification unless that content pedagogy test is used for admission purposes. An EPP shall determine the readiness of each candidate to take the appropriate certification



examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. UT has processes in place to ensure that candidates are prepared to be successful in their certification exams and that candidates do not test until formally admitted. Sufficient evidence in the form of benchmark documentation with a testing history noted was found in all files reviewed that candidates did not test until formally admitted. The readiness to test requirement for the Librarian program is a B on all coursework, completion of INF 388R Practicum course, taking a practice exam & submitting results to the coordinator, and notifying the FS/Program Coordinator that the candidate is ready to test. It was also noted that in admission documents provided to all candidates in all programs there was evidence of eligibility to test requirements and candidates signed that they were aware of testing requirements at the time of admission. UT does not grant test approval to any candidate until they are formally admitted. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]

- For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments. UT uses information from a variety of sources to evaluate program design and delivery. The program submitted advisory committee meeting minutes, agendas, and sign-in sheets for the past two years identifying where program evaluation of each program within the EPP was discussed. The program met the requirement as prescribed. [19 TAC §228.40(e)]
- An EPP shall 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. UT has not consistently retained records for all programs as identified in Components II and IV. The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]

### **Compliance Issues to be Addressed (see Next Steps)**

- 19 TAC §228.40(f) Records Retention  
Retain all candidate records from admission to completion for a period of five years after the candidate completes, withdraws from, or is discharged from the EPP.

Based on the evidence presented, the University of Texas at Austin 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 candidate in every program adheres to the Texas Educator's Code of Ethics. Evidence, in the form of an Educator Code of Ethics (ECO) document signed by each candidate stating that each understood and would abide by the ECO, was found in all of the candidate records reviewed. The program met the requirement as prescribed. [19 TAC §228.50 & 19 TAC §247.2]
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed and dated statements of reading, understanding, and abiding by the ECO were found for all EPP staff, mentors, cooperating teachers, and site supervisors served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.50 & 19 TAC §247.2]

### Compliance Issues to be Addressed

- None.

### Recommendations

- None.

Based on the evidence presented, the University of Texas at Austin 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), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has a public-facing Wiki and all applicants and candidates have access to it. The program has a complaint policy posted on-site. It is located on the Dean's College of Education official bulletin board located in the Sanchez building, on the main floor in the northwest hallway. The program provides the complaint policy in writing upon request. Each



department has a different process using the Handbooks and WIKI. The program met the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

### **Compliance Issues to be Addressed**

- None.

### **Recommendations**

- None.

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

### **Component VIII: Certification Procedures - 19 TAC Chapters 228 and 230**

#### **Findings**

- Teacher candidates have met degree requirements for certification. Two UG, four ACP, and two PB Teacher candidates who reached certification held a degree at the time of standard certification. Official transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- The eight Teacher candidates that reached the point of standard certification each met all coursework requirements and completed the EPP prior to recommendation. The Certification Checklist used by the Certification Officer noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. The program met the requirement as prescribed. [19 TAC §230.13(a)(2)]
- Two PB Principal, one ACP Principal, two PB Superintendent, two Counselor, and one PB Librarian candidates reached the point of standard certification. All candidates had official transcripts that served as evidence and met degree requirements prior to standard certification. The school counselor candidates had a 48-hr. master's in counseling. The program met the requirement as prescribed. [19 TAC §241.20; 19 TAC §242.20(3); 19 TAC §239.20; 19 TAC §239.60]
- Principal candidates are required to hold a valid teaching certificate when recommended for standard certification. The two PB and one ACP Principal candidates all had valid Teacher certificates. The program met the requirement as prescribed. [19 TAC §241.20(3)]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. The two PB Superintendent candidates that were standard certified both had valid Principal certificates and official service records noting years of experience as a





teacher and principal. The program met the requirement as prescribed. [19 TAC §242.20(4)]

- To be eligible to receive the standard certificate, a non-Teacher Principal, School Counselor, and Librarian candidate must have two creditable years of teaching experience as a classroom teacher, as defined in 19 TAC Chapter 153, Subchapter CC, (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2). The two PB Principal, one ACP Principal, two Counselor, and one PB Librarian candidates all had more than two years of experience as a classroom teacher. Service records for each served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §241.20(4); 19 TAC §239.20(4); 19 TAC §239.60(4)]
- All non-teacher candidates must successfully complete a preparation program that meets the requirements. The two PB Principal, one ACP Principal, two PB Superintendent, two School Counselor, and one PB Librarian candidates all successfully completed their programs. The official transcripts noting the degree conferred and the Certification Officer's Certification Checklist document for each served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §241.20(5); 19 TAC §242.20(2); 19 TAC §239.20(1); 19 TAC §239.60(1)]

### **Compliance Issues to be Addressed**

- None.

### **Recommendations**

- Consider using the Certification Checklist as a benchmark document for all programs. It is a record of EPP completion, but it is also a benchmark document that identifies the date that each requirement was met. The only additional items it would need would be the field supervisor and cooperating teacher or mentor recommendation to the EPP that the candidate should be standard certified.

Based on the evidence presented, the University of Texas at Austin is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

### **Component IX: Integrity of Data Reported - 19 TAC Chapter 229**

#### **Findings**

- All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year. UT has submitted ASEP reports within the timeline required by TEA for the 2018-2019,



2019-2020, and 2020-2021 academic years. Corrections had to be made by the program and they were done within the timeline required by TEA for each academic year. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) and Associated Graphic]

- EPPs shall provide data for all candidates as specified in the figure: [Figure: 19 TAC §229.3\(f\)\(1\)](#)

Teacher Program:

- 14 out of 15 candidates had an admission date in the records that corresponded to the admission date reported by the program. [19 TAC §229.3(f)(1) Figure (3)]
- All 15 were reported as admitted within 7 days of admission. [19 TAC §229.3(f)(1) Figure (3)]
- All 15 had content hours in records and reported, but only four out of 15 were accurately reported as compared to the content hours in candidate records. The UG/ACP/PB programs did not meet the requirement as prescribed. [19 TAC §229.3(f)(1)]
- 14 out of 15 had a GPA, but only five had a GPA that corresponded to the GPA in candidate records. File 15 did not contain evidence of a GPA, but it was reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (9)]
- 13 out of 14 were correctly reported on a finisher record list as other enrolled or finisher. The ACP program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (4-5)]
- The EPP had 13 candidates that had observations. One candidate had not yet started and one candidate withdrew. The observations in the system corresponded to the paper records in terms of frequency and duration. The program met the requirements as prescribed. [19 TAC §229.3(f)(1) Figure (1)]

Principal Program:

- Six admission dates in records did not correspond to the admission dates reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- All six were uploaded as admitted within 7 days of admission. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Five out of six had a GPA in candidate records that corresponded to the GPA reported. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (7)]
- Five out of six were correctly reported as other enrolled or finisher for each year they were in the program. One was identified as PB when they should



have been identified as ACP. The ACP program did not meet the requirement as prescribed. . [19 TAC §229.3(f)(1) Figure (4-5)]

- All six had observations, but one was not uploaded into the system. All observations in the system corresponded to the paper records in terms of frequency and duration. The program met the requirements as prescribed. [19 TAC §229.3(f)(1) Figure (1)]

#### Superintendent Program:

- All ten admission dates in the records did not correspond to the admission dates reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Only four of the ten candidate files reviewed were required to be uploaded as admitted within 7 days. The remaining 6 were admitted prior to the requirement implementation date. All were uploaded as admitted within 7 days of admission. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Three out of ten had a GPA in candidate records that corresponded to the GPA reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (7)]
- Eight out of ten were correctly reported as other enrolled or finisher for each year they were in the program. Two PB candidates should have been identified as ACP candidates. The PB program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1)(3-4)]
- None of the Superintendent candidates that were in a practicum had observations reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (1)]

#### School Counselor Program:

- Three out of five admission dates in records corresponded to the admission date reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Four out of five were uploaded as admitted within 7 days. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Two out of five had a GPA in candidate records that corresponded to the GPA reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (7)]
- All five were correctly reported as other enrolled or finisher for each year they were in the program. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3-4)]



- Two candidates reached the point of practicum. Both had observations in the candidate records that did not correspond to the paper records in terms of frequency and duration. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (1)]

Librarian Program:

- Three out of ten have admission dates in records that correspond to admission dates reported. The program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Nine out of ten were uploaded as admitted within 7 days. The tenth file reviewed was admitted prior to the implementation date of the requirement. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3)]
- Eight out of ten had a GPA in candidate records that corresponded to the GPA reported. The PB program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (7)]
- Seven out of ten were correctly reported as other enrolled or finisher for each year they were in the program. One ACP candidate should have been reported as PB and two PB candidates should have been reported as ACP. The PB program did not meet the requirement as prescribed. [19 TAC §229.3(f)(1) Figure (3-4)]
- Two candidates reached the point of practicum, but only one candidate had observations reported and the other was in process. The observations reported corresponded to the paper records in terms of frequency and duration. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) Figure(1)]

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

- 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported Accurately

Action: Accurately report candidate content hours to ensure they correspond to candidate records. Ensure GPA reported reflects GPA in candidate records.

Correctly report formal admission dates & ensure they correspond to the actual formal admission dates.

Identify candidates as other enrolled or finishers in the correct route for each year enrolled.

Begin entering non-teacher observation data into ASEP beginning with the 2021-2022 academic year.



## Recommendations

- None.

Based on the evidence presented, the University of Texas at Austin is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

## Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) will no longer be available for testing effective January 1, 2022. To use the 291 for certification, candidates must be certified by December 30, 2022. To use the 117 for certification, candidates must be certified by October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

## PROGRAM RECOMMENDATIONS FOR ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting all EPP processes.
- Align the verbiage of the program to the verbiage of the 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 the current Texas Administrative Code.
- Continue to participate in training and 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 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 at Austin staff.

I, the legal authority for the University of Texas at Austin, have reviewed the Report and agree that all required corrections will be made on or before September 30, 2022.

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Signature of Legal Authority

Date

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Printed Name of Legal Authority

Date