



2020 – 2021 Continuing Approval Review Report University of Houston

PURPOSE

Texas Education Agency (TEA) Education Specialist, Angela Von Hatten, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at the University of Houston on May 10, 2021. 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. Robert McPherson, Dean, was identified as the program Legal Authority, and Dr. Consuelo Arbono, Associate Graduate Dean and Backup Legal Authority was identified as the primary EPP contact for the review process. The University of Houston was approved as an EPP on November 10, 1969. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 441 finishers for the 2018-2019 reporting year and 501 finishers for 2019-2020.

At the time of the review, the University of Houston was approved to certify candidates in the following classes: Teacher, Educational Diagnostician, Principal/Principal as Instructional Leader (PIL), Reading Specialist, School Counselor, and Superintendent. The EPP is approved to offer certification in these routes: undergraduate (U), alternative certification (ACP), and post-baccalaureate (PB).

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. Consuelo Arbono, Dr. Keith Butcher, Dr. Gary Cooper, Dr. Bradley Davis, Dr. Julie Derges, Dr. Theresa Edgar, Ms. Jacqueline Ekeoba, Dr. Kristen Hassett, Dr. Tina Ho, Dr. Catherine Horn, Dr. Mario Martinez, Ms. Cynthia Perez, Dr. Nancy Reis, Dr. Nathan Smith, Dr. Amber Thompson, Dr. Rachael Whitaker, Dr. Jahnette Wilson, and Dr. June Zhou.

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 April 24, 2021. Additional EPP documents, including records for 50 candidates, were submitted on May



10, 2021. 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

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, informing members of their roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to University of Houston programs. The legal authority's participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- The University of Houston has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program's website. The program is required to revise the calendar of activities for the Teacher class. The program met the requirement for non-teacher classes only. [19 TAC §228.20(g)]
- The University of Houston submitted the Status Report for the EPP Review on April 24, 2021, as required. [19 TAC §228.10(b)(1)]
- The program offers clinical teaching for the traditional, alternative, and post-baccalaureate teacher certificate routes. The program met the requirement for the undergraduate and post-baccalaureate routes and did not meet the requirement for the alternative certificate route. The program will be required to submit a clinical teaching application for the alternative certificate route. [19 TAC §228.10(c)]
- The University of Houston program provides additional program coursework at the following sites: University of Houston – Sugarland campus (as of 2016), Cy-Fair ISD (as of 2016), and recently Angelton ISD (as of 2020). [19 TAC §228.10(e)]
- The University of Houston recently submitted a program amendment regarding the launch of the Community Teacher Equity Development (CTED) program. This program allows Teacher candidates to participate in a Summer Institute prior to the Fall clinical teaching semester. Teacher candidates will receive instruction from local community members who are knowledgeable in anti-racist practices, educational justice, and work in low-income and classified as low socioeconomic status. CTED Teachers will receive culturally responsive and equity-driven mentorship and professional development.



- As of Spring 2019, the University of Houston’s Educator Preparation Program has suspended admission to its School Counselor program. The program is currently in development to open an online School Counselor program in the future.

Next Steps to be Addressed

- **19 TAC §228.10(c) – Clinical Teaching Application; Teacher class**
Action: The program will be required to submit a clinical teaching application for the alternative certificate route.
- **19 TAC §228.20(g) – Program Calendar; Teacher class**
Action: Update the program’s certification plan for Teacher candidates certifying in each route offered by the program. Submit a copy of the certification plan for each certification route from program admission to standard certification. If the program requires candidates to complete pre-requisite courses prior to program admission, identify this in the program calendar.

Recommendations

- If you are not currently subscribed to the newsletter, please sign up with the link below.
[Educator Preparation Program Listserv Registration](#)

Based on the evidence presented, the University of Houston is not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- The University of Houston has informed applicants of the required information about the program. Admission requirements, program completion requirements, effects of supply and demand on the educator workforce, and the performance of the program over time for the past five years were found on the website. The program’s exit policy is evident on the Certification Programs: Key Policies webpage. The program met the requirement. [19 TAC §227.1(c)(1-3)]
- The University of Houston has informed applicants and candidates about the required information regarding criminal history. The program created a dedicated criminal background check webpage under the Certification Programs: Key Policies webpage. The program met the requirement. [19 TAC §227.1(d)]
- A total of 50 files were reviewed for admission requirements. They included five undergraduate Teacher files, five post-baccalaureate (PB) Teacher files, five alternative certification program (ACP) Teacher files, and 35 non-teacher files. All files provided show evidence of the program meeting the institution of higher education (IHE) enrollment or degree requirements. The five undergraduates were enrolled in the University of Houston at the time of admission. Five PB and five ACP Teacher candidates held the minimum of a bachelor’s degree at the time of admission. 34 out of 35 (97%) non-teacher candidates held the required degree at the time of admission. Ten (10) Principal/PIL and Reading Specialist candidates held the minimum of a bachelor’s



degree at the time of admission and four (4) out of five (5) Superintendent candidates held a master's degree at the time of admission. The program met the requirement. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]

- Candidates have met the minimum GPA requirement for admission. The Teacher candidate GPA range was 2.53 – 3.82. The program requirement for Teacher admission is 2.5. The non-teacher GPA range was 2.75 – 4. The program requirement for non-teacher admission is 2.5. The program met the requirement. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by completing at least 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 pass a pre-admission content test (TX PACT) prior to admission. 14 out of 15 files (93%) included candidate transcripts with the required content hours. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- The program is required to notify non-teacher candidates of outstanding certification requirements at admission. 18 out of 25 files (72%) files contained candidate transcripts, service records, and educator certificates that served as evidence of compliance for the certificate class sought. The program met the requirement for the Principal, Superintendent, and School Counselor classes. The program did not meet the requirement for the Educational Diagnostician and Reading Specialist classes. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills prior to admission. Five undergraduate Teacher applicants met the requirement with either SAT or TSI scores. Ten (10) PB and ACP Teacher candidates met the requirement with transcripts noting a degree conferred. All non-teacher candidates met the requirement with an official transcript noting the 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. 13 out of 15 (86%) Teacher and 33 out of 35 (94%) non-teacher candidate records included evidence of candidates meeting the English language proficiency requirement. Candidates who do not meet the degree requirement for English language proficiency are required to pass all sections of the Test of English as a Foreign Language Internet-Based (TOEFL) exam. One (1) teacher candidate record includes a passing TOEFL score report on all sections. One (1) teacher candidate record includes a passing TOEFL score on 3 of the required 4 sections. One (1) non-teacher candidate record does not include TOEFL exam evidence. For undergraduate Teacher candidates, courses taken at the university were used to verify the requirement. For alternative and post-baccalaureate candidates, the degree held at the time of admission was used to verify the requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. The Principal and Superintendent classes required at least two admission screeners. 12 out of 15 (80%) Teacher records include evidence of an admission screener with a rubric. The Principal class conducts an admission interview (if necessary) and a written personal statement as the principal class screeners. Ten (10) Principal candidate records include evidence of an admission interview and the written



statement score evident on the application screening document. The Principal class will be required to update its admission process to ensure uniformity in admission screeners for all Principal candidates. Screeners were not submitted for the Superintendent class. The School Counseling class does not screen candidates prior to program admission. The program relies on the screener used for admissions to the university's graduate program to determine educator preparation program admission. Seven (7) out of ten (10) Educational Diagnostician candidate records include evidence of an admission screener that occurred prior to admission. Two (2) Educational Diagnostician candidates were screened after formal admission. The interview date is not evident for one (1) Educational Diagnostician candidate. For the Reading Specialist class, formal interviews are conducted but the individual interviews are not evident. The program met the requirement for the Teacher and Principal classes and did not meet the requirement for the Superintendent, Educational Diagnostician, School Counselor, and Reading Specialist classes. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]

- 47 out of 50 (97%) files reviewed contained a completed application. Applications for the Principal class include FERPA and Educator Code of Ethics attestations. Recently, the Educational Diagnostician class updated its application to include the Educator's Code of Ethics and FERPA attestations. The Reading Specialist class also updated its application to include Educator Code of Ethics attestations. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]
- EPPs can require additional academic requirements for admission. The Teacher class requires applicants to complete prerequisite courses prior to EPP admission. The program met the additional requirement for admission. [19 TAC §227.10(a)(9)]
- EPPs can require additional admission requirements as long as they do not conflict with other admission requirements. Non-teacher classes require applicants to submit a written statement, resumes, and references for the certificate class sought. 22 out of 25 (88%) candidate files include additional admission requirements. The program met the requirement. [19 TAC §227.10(b)]
- Applicants who obtained a degree outside of the United States are required to have the degree evaluated by a foreign credential evaluation service. For the three (3) candidates (two Teachers and one School Counselor) who obtained a degree outside of the United States, the program provided evidence of an internal degree evaluation for one (1) Teacher candidate and one (1) School Counseling candidate. The program met the requirement for the School Counseling class and did not meet the requirement for the Teacher class. [19 TAC §227.10(f)]
- All applicants are required to be formally admitted and notified of program admission in writing. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for 12 out of 15 (80%) Teacher candidates and 25 out of 32 (78%) non-teacher candidate records. Candidates who were admitted prior to the formal admission rule were not included in the 80% compliance calculation. Though the effective dates (or admission terms) of formal admission are evident in formal admission letters, many admission dates do not match the dates reported to TEA for Principal and Educational Diagnostician classes. The reporting issues will be addressed in component 9. The program admitted a Superintendent candidate who completed a Superintendent certification program



through another TEA-approved program. The program met the requirement for the Teacher, Principal, School Counselor, and Reading Specialist classes and did not meet the requirement for the Superintendent and Educational Diagnostician classes. [19 TAC §227.17; 19 TAC §227.17(d)]

- EPPs are required to notify TEA within seven calendar days of a candidate's formal admission. Twelve out of 15 (80%) Teacher candidates and 21 out of 32 (65%) non-teacher candidates were reported within the required time frame. The program met the requirement for the Teacher, School Counselor, and Reading Specialist classes and did not meet the requirement for the Principal, Educational Diagnostician, and Superintendent classes. [19 TAC §227.17(e)]
- Candidates must be admitted prior to beginning coursework and training as required. Candidate transcripts and program formal admission dates were used to verify this requirement. Eight out of ten (80%) Teacher candidates met the coursework policy. Two (2) undergraduate teacher candidates completed coursework prior to program admission. 34 out of 35 (97%) non-teacher candidate degree plans and transcripts served as evidence of this requirement. The program met the requirement for all teacher and non-teacher certificate classes as prescribed. [19 TAC §227.17(f)]

Next Steps to be Addressed

- **19 TAC §227.10(a)(5) – Deficiency Letters; Educational Diagnostician and Reading Specialist classes**
Action: Update the admission process to provide deficiency letters if candidates do not meet standard certification requirements once admitted. Submit an example of a deficiency letter for each certificate class.
- **19 TAC §227.10(a)(8); 19 TAC §242.5 – Admission Screeners; Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**
Action: Revise the admission process to include screening applicants for educator preparation program admission. For the Superintendent class, revise the admission process to include at least two different admission screeners and the evaluative tool that will be used to score the screener. Submit an example of the screener for each non-teacher class that is actively offered by the program.
School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.
- **19 TAC §227.10(f) – Out of Country Applicants; Teacher class**
Action: Update the program's admission process to ensure out-of-country degrees are evaluated by either a foreign credential evaluation service recognized by TEA or the university's internal course-by-course evaluation process. Submit a process statement that details the updated degree evaluation process for out-of-country applicants.
- **19 TAC §227.17; 19 TAC §227.17(d) – Formal Admission Letters and Admission Date; Superintendent and Educational Diagnostician classes**
Action: Update the formal admission process to ensure candidates are obtaining a program formal admission letter that meets requirements. Submit an example of the formal admission letter for each certificate class.



- **19 TAC §227.17(e) – 7-day Notice of Admission; Principal, Superintendent, and Educational Diagnostician classes**

Action: Update the admission process to ensure the EPP is reporting program admission to TEA within the required time frame. Submit a process statement detailing the updated admission reporting process for each certificate class.

Recommendations

- Review formal and contingent admission TAC rules to ensure the program is admitting candidates separately from university admission.
- Revise formal admission letters to include program-specific language to ensure candidates are aware of the program admission process.
- Revise TCH formal admission letters to remove information regarding candidates who complete the formal admission survey are then eligible for TExES certification exam approval. Review test approval TAC to see when test approval can be provided to candidates.
- Remove contingent information from Teacher formal admission letters. Contingent and formal admission have different admission requirements.
- Revise admission interview screeners to include a space to record the interview date for all certificate classes offered by the program.
- Review certification admission route definitions in 19 TAC §227.5 for the alternative, post-baccalaureate, and undergraduate routes to admit candidates through the correct admission route.
- It is recommended to update the program's online system to obtain official transcripts after a candidate graduates from the university.

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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review curriculum documents but relied on self-reported information contained within the Status Report to determine compliance. TEA requested syllabi for two courses from the Reading Specialist class.
- The University of Houston 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 met the requirement. [19 TAC §228.30(a)]
- The University of Houston uses assessments to measure candidate progress. Performance-based assessments were evident in Teacher and non-teacher candidate records. The program met the requirement. [19 TAC §228.40(a)]
- The University of Houston's curriculum is research-based. Per the status report, the program used research-based curriculum in multiple Teacher certification categories as



well as the Educational Diagnostician, Principal, Superintendent, and Reading Specialist classes. 19 TAC §228.30(b)]

- The required subject matter as identified in 19 TAC §228.30 has been included in the curriculum for candidates seeking initial certification in all certificate categories offered by the program. The required coursework is taught to all candidates in all certification categories and classes.
 - The Educators' Code of Ethics is taught in multiple Teacher and non-teacher classes.
 - The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in Teacher course ELED 3322.
 - Mental health, substance abuse, and youth suicide are taught in multiple Teacher and non-teacher classes.
 - The skills educators are required to possess and the responsibilities they are required to accept, the high expectations for students in this state, and the importance of building strong classroom management skills are taught in various teacher and non-teacher courses for all certification routes offered by the program.
 - The framework in this state for Teacher and Principal evaluations and appropriate relationships, boundaries, and communications between educators and students are taught in multiple Teacher and non-teacher courses. TEA was unable to verify if both areas were taught in the Reading Specialist courses.
 - Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, various educational technology courses across both Teacher and non-teacher classes. The program met the requirement. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in CUIN 3316 & MUED 4305 general music/elementary & secondary schools. The program met the requirement. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery, knowledge of students and student learning, learning environment, data-driven practice, and professional practices and responsibilities are taught in multiple Teacher courses, including courses taught during clinical teaching (student teaching). The program met the requirement. [19 TAC §228.30(d)(4); 19 TAC §228.30(d)(4)(B); 19 TAC §228.30(d)(4)(D); 19 TAC §228.30(d)(4)(E); 19 TAC §228.30(d)(4)(F)]
- Principal/PIL candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in the status report. The EPP revised its Principal program curriculum in Spring 2020 to incorporate updated Principal standards and exam frameworks. The program met the requirement. [19 TAC §228.30(e)]

Next Step to be Addressed

- **19 TAC §228.30(c) Teacher & Principal Evaluation Framework – Reading Specialist class**
Action: Update the Reading Specialist class courses to include Teacher and Principal



evaluation curriculum. Submit a copy of the course syllabus (or syllabi) where this instruction will be taught.

- **19 TAC §228.30(c) Appropriate Boundaries – Reading Specialist class**

Action: Update the Reading Specialist class courses to include appropriate boundaries curriculum. Submit a copy of the course syllabus (or syllabi) where this instruction will be taught.

Recommendations

- Incorporate additional performance-based assessments for all certificate classes offered by the program.
- It is recommended to review the course sequence for all certification classes to ensure curriculum components (ex: classroom management & appropriate boundaries) are provided prior to a candidate's training requirement (ex: clinical teaching, internship, or practicum).

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

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

Findings

- Programs are required to provide candidates with adequate preparation and training that is sustained, rigorous, and interactive. 12 out of 15 (80%) Teacher and 27 out of 32 (84%) non-teacher candidate records include evidence of candidates obtaining the required coursework after EPP admission. Three (3) Teacher candidates are in progress of completing the required coursework. The program met the requirement. [19 TAC §228.35(a)(1-2); 19 TAC §228.35(a)(3)]
- The University of Houston has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training for Teacher candidates. These policies can be found on the program's Teacher websites. TEA is unable to verify if the policies pertain to non-teacher candidates as well. The program met the requirement for the Teacher class only. [19 TAC §228.35(a)(5)(A-B)]
- University of Houston's program meets the online coursework requirement since they are a preparation program through a university. Since the university is accredited through Southern Association of Colleges and Schools (SACSCOC), the program meets the requirement. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial Teacher certification are required to complete a minimum of 18 semester credit hours once admitted to the program. Twelve (12) Teacher transcripts provided showed evidence of the required coursework hours completed and three (3) Teacher transcripts showed evidence of candidates in progress of completing the required certification courses. The program met the requirement. [19 TAC §228.35(b)]
- Candidates in the non-teacher class of certification are required to earn 200 clock-hours of coursework and training once admitted to the EPP. 27 out of 32 (84%) non-teacher candidate records include transcripts that served as evidence of courses completed. One (1) Principal candidate and two (2) Educational Diagnostician candidates withdrew



from the EPP. Two (2) School Counselor candidates, one (1) Educational Diagnostician candidate, and two (2) Reading Specialist candidates are in the process of completing coursework. The program met the requirement. [19 TAC §228.35(c)]

- Four (4) out of 15 (26%) Teacher candidates completed field-based experiences (FBEs) prior to clinical teaching or internship once admitted to the program. FBE logs served as evidence. During COVID, the program allowed candidates to meet the FBE requirement through electronic videos, which is not their current practice. Candidates usually complete FBEs in face-to-face settings. The program did not meet the requirement due to the field-based experiences occurring prior to program admission for 11 out of 15 (73%) Teacher candidates. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Teacher candidates are required to complete coursework in specified topics prior to clinical teaching or internship. Candidate transcripts served as evidence of candidates completing coursework in the required topics. The program met the requirement. [19 TAC §228.35(b)(2)]
- 13 Teacher candidates reached the point of clinical teaching at the time of the review and were either in the process of completing or had completed the requirement. Two (2) Teacher candidates chosen for this review will start clinical teaching in Fall 2021. The program requires a two-semester clinical teaching experience, which exceeds the duration requirement of 14 weeks. Clinical teaching logs, including daily attendance logs, served as evidence that the clinical teaching placements and duration requirements were met. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. The program met the requirement. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- A Teacher candidate's assigned field supervisor and cooperating teacher are required to provide recommendations to the program regarding the overall success of the candidate once the candidate completes clinical teaching. The program did not obtain recommendations regarding the candidate's overall success once clinical teaching was completed. The program did not meet the requirement. [19 TAC §228.35(e)(2)(A)(iii)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Since the program requires a two-semester clinical teaching experience, candidates are able to participate in a full range of professional responsibilities. The program exceeds this requirement. [19 TAC §228.35(4)]
- All clinical teaching assignments occurred in public school settings. This was verified with clinical teaching documents provided by the program. The program met the requirement. [19 TAC §228.35(e)(6)]
- Non-teacher candidates are required to complete a 160 clock-hour practicum, at minimum. Principal candidates complete a practicum over three semesters. 17 out of 26 (65%) non-teacher candidate records included practicum duration information that meets requirements. TEA was able to verify a candidate's practicum duration for eight (8) out of ten (10) (80%) Principal candidates, two (2) out of three (3) (66%) School Counseling candidates, all seven (7) (100%) Educational Diagnostician candidates, and zero (0) Superintendent and Reading Specialist candidates. The program met the requirement



for the Principal and Educational Diagnostician classes and did not meet the requirement for the Superintendent, School Counselor, and Reading Specialist classes. [19 TAC §228.35(e)(8)]

- Field supervisors are required to identify candidate proficiency in the Texas educator standards for the certificate sought when conducting non-teacher practicum observations. 12 out of 26 (46%) non-teacher candidate records include practicum proficiency information that meets requirements. The School Counseling class aligned the practicum proficiency rubric to The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The School Counselor class will be required to revise the proficiency rubric to assess a candidate's level of proficiency in the Texas School Counseling standards. The program allows Reading Specialist candidates to meet the practicum requirement through their teaching placement. This does not meet requirements since the teaching placement does not allow Reading Specialist candidates to demonstrate proficiency in the Reading Specialist standards. TEA was able to verify that the assigned field supervisors captured a candidate's level of proficiency in the practicum for nine (9) out of ten (10) (90%) Principal candidates, two (2) out of three (3) (66%) Superintendent candidates, one (1) out of three (3) (33%) Reading Specialist candidates, and zero (0) Educational Diagnostician and School Counselor candidates. The program met the requirement for the Principal class only. [19 TAC §228.35(e)(8)]
- Practicums must occur in actual school settings rather than a distance learning lab or virtual school settings. 22 out of 24 (91%) non-teacher candidate records, verified with candidate practicum logs, provide evidence that meets requirements. TEA was able to verify that each candidate's practicum setting took place in actual school settings for all Principal, Superintendent, School Counselor, Educational Diagnostician, and one (1) out of three (3) (33%) Reading Specialist candidates. Collectively, the program met the requirement for all non-teacher classes. [19 TAC §228.35(e)(8)(A)]
- Practicums cannot occur where the candidate has an administrative role over the assigned site supervisor or is related to the assigned field supervisor or site supervisor. All practicum placements, verified with candidate practicum logs, were appropriate. The program met the requirement for all non-teacher classes. [19 TAC §228.35(e)(8)(B)]
- The field supervisors and site supervisors assigned to candidates completing practicums are required to provide recommendations to the program regarding the overall success of the candidate in the practicum once the practicum is complete. For the Principal class, the program requires a recommendation at the end of each semester due to unforeseen changes in field supervisor and site supervisors over the three-semester practicum experience. Eight (8) out of 23 (34%) non-teacher candidate records included field supervisor recommendations that meet requirements. One (1) out of 23 (.04%) non-teacher candidate records included a site supervisor recommendation that meets requirements. The program did not meet the requirement as prescribed for all non-teacher classes. [19 TAC §228.35(e)(8)(D)]
- Candidates placed in clinical teaching or a practicum are required to be assigned to a cooperating teacher (clinical teaching) or site supervisor (practicum). Fourteen clinical Teacher candidates were assigned a cooperating teacher and 20 out of 23 (86%) non-teacher candidates were assigned a site supervisor. The Reading Specialist class does



not assign site supervisors to practicum candidates. Though the program met the 80% compliance rule, the Reading Specialist class is required to assign site supervisors to candidates working in a practicum. Collectively, the program met the requirement for non-teacher classes. [19 TAC §228.35(f)]

- Of the 18 assigned cooperating teachers, 17 (94%) held the required credentials. Of the 23 assigned site supervisors, 20 (86%) held the required credentials. Resumes and educator certificates served as evidence of the requirement met for all teacher and non-teacher certificate classes. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31); 19 TAC §228.35(f)]
- Cooperating teachers and site supervisors are required to be trained within three (3) weeks of assignment to the candidate. Emails, mentor agreements, and training spreadsheets were provided for 13 out of 18 (72%) Teacher candidates and 7 out of 23 (30%) non-teacher candidates. TEA was able to verify this requirement for all seven (7) Principal candidates only. The program met the requirement for the Principal class and did not meet the requirement for the Teacher, Educational Diagnostician, School Counselor, Superintendent, and Reading Specialist classes. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31); 19 TAC §228.35(f)]
- All candidates that reached the point of clinical teaching or practicum were assigned to a field supervisor. 12 clinical Teacher candidates and 23 non-teacher candidates made it to the point of field supervision and were reviewed. Multiple Teacher and non-teacher candidates were assigned multiple field supervisors. Observation logs with field supervisor names were used as evidence of the requirement met. The program met this requirement for all teacher and non-teacher certificate classes. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The assigned field supervisors held the required credentials appropriate for the candidate supervised. Resumes and certificates held served as evidence. Field supervisors were not employed where clinical teaching and practicums took place. The university utilizes program staff and instructors to serve as field supervisors. This provides the candidates with a field supervisor whom they are familiar with; which can help create positive relationships with field supervisors, program staff, and candidates. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All field supervisors are required to receive program-based training and TEA-approved observation training. 14 out of 15 (93%) field supervisors assigned to Teacher candidates received observation training through T-TESS that meets requirements. Five (5) out of 15 (33%) field supervisors assigned to Teacher candidates received program-based training that meets requirements. For field supervisors assigned to non-teacher candidates, 15 out of 24 (62%) received T-TESS training that meets requirements. Ten out of 24 (41%) received program-based training. Dr. Keith Butcher, who is employed with the University of Houston, is a certified T-TESS and Field Supervisor Trainer. The program met the requirement for program-based and observation training requirements for the Principal class and did not meet the training requirements for the Teacher, Educational Diagnostician, Superintendent, School Counselor, and Reading Specialist classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to make initial contact within the first three (3) weeks of assignment for Teacher candidates or within the first quarter of the assignment for non-



teacher candidates. Initial contact information found on the candidate's observation documents was used as evidence of initial contact. 11 out of 15 (73%) Teacher and seven (7) out of 17 (41%) non-teacher candidate records include initial contact information that meets requirements. The Principal class submitted an initial contact document that is currently used for Principal candidates that meets requirements and was not included in the non-teacher calculation. The program met the requirement for the Principal and Educational Diagnostician classes and did not meet the requirement for the Teacher, School Counselor, Superintendent, and Reading Specialist classes. [19 TAC §228.35(g) & (h)]

- Field supervisors are required to conduct pre- and post-conferences during each observation cycle. Eight (8) out of 14 (57%) Teacher candidates and 15 out of 23 (65%) non-teacher candidate records include pre- and post-conference information on the candidate documents submitted. TEA was able to verify pre- and post-conferences for all seven (7) Principal candidates, two (2) out of three (3) (66%) Superintendent candidates, two (2) out of three (3) (66%) School Counselor candidates, three (3) out of seven (7) (42%) Educational Diagnostician, and one (1) out of three (3) (33%) Reading Specialist candidates. The program met the requirement for the Principal class and did not meet the requirement for the Teacher, Educational Diagnostician, School Counselor, Superintendent, and Reading Specialist classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to document educational practices observed for each observation cycle. Twelve (100%) Teacher and 15 out of 23 (65%) non-teacher candidate records included evidence the field supervisors captured educational practices during the observations that meet requirements. TEA was able to verify if educational practices were observed for six (6) out seven (7) (85%) Principal candidates, two (2) out of three (3) (66%) Superintendent candidates, one (1) out of three (3) School Counseling candidates (33%), five (5) out of seven (7) (71%) Educational Diagnostician candidates, and one (1) out of three (3) (33%) Reading Specialists candidates. The program met the requirement for the Teacher and Principal classes and did not meet the requirement for the Educational Diagnostician, School Counselor, Superintendent, and Reading Specialist classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide written feedback to their assigned candidate's cooperating teacher or site supervisor after each observation. Signatures on observation logs for four (4) out of 12 (33%) Teacher candidates and 7 out of 23 (30%) non-teacher candidate records served as evidence that written feedback was provided. TEA was able to verify that written feedback was provided with the documents submitted for six (6) out of seven (7) (85%) Educational Diagnostician, one (1) out of three (3) (33%) Reading Specialist candidates, and zero (0) Principal, Superintendent, and School Counselor candidates. The program met the written feedback requirement for the Educational Diagnostician class and did not meet the requirement for the Teacher, Principal, Superintendent, School Counseling, and Reading Specialist classes. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide informal observations and coaching to candidates that need it. Not all candidates required informal observations and coaching, but for those that did, documentation in the form of communication logs served as



evidence of the requirement met. The program met the requirement for informal coaching and ongoing support for all classes. [19 TAC §228.35(g) & (h)]

- The field supervisor collaborated with the required individuals. Observation logs, communication logs, and emails served as evidence of this requirement met for all teacher and non-teacher certificate classes. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Twelve (100%) Teacher candidate records included observation information that meets requirements. Six Teacher candidates completed clinical teaching during COVID and were exempt from certain observation requirements. 17 out of 22 (77%) non-teacher candidate records included observation information that meets requirements. Nine (9) non-teacher candidates completed a practicum during COVID and were exempt from certain observation requirements. The program met all observation requirements for the Teacher, Principal, and Educational Diagnostician classes and did not meet the requirement for the Superintendent, School Counselor, and Reading Specialist classes. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Next Steps to be Addressed

- **19 TAC §228.35(a)(5)(A) Coursework & Training: Prior Coursework Policy-Military; 19 TAC §228.35(a)(5)(B) Coursework & Training: Prior Coursework Policy-Non-Military - Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**
Action: Update program admission information to include a policy regarding acceptance (or denial) of prior coursework and training for military and non-military non-teacher candidates. The program can create two policies for all non-teacher classes or two policies per non-teacher class. Submit evidence of the policies to meet the requirement.
School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.
- **19 TAC §228.35(b)(1) Pre-Service Requirements: FBE Hours; 19 TAC §228.35(e)(1) FBE: Settings; 19 TAC §228.35(e)(1)(A) FBE: Interactive Hours – Teacher class**
Action: Update the Teacher certification program to require a minimum of 30 field-based experiences after program admission. Submit a process statement detailing when field-based experiences will occur once a candidate is admitted to the program.
- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Recommendation – Teacher class**
Action: Update the program's clinical teaching recommendation process to obtain a final recommendation from the assigned field supervisor and cooperating teacher once clinical teaching is complete. Submit a copy of the clinical teaching recommendation document/form.
- **19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum – Practicum Duration – Superintendent, School Counselor, and Reading Specialist classes**
Action: Update the program's practicum process to ensure candidates complete a minimum of 160 clock hours. In addition to this, ensure candidates are logging their practicum hours and submitting their practicum logs to the program. Submit a process statement detailing the updated process.



School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience – Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**

Action: Update the practicum proficiency process to ensure field supervisors are identifying proficiency in the Texas educator standards when conducting observations. Submit a copy of the evaluative rubric field supervisors will use to identify candidate proficiency for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(e)(8)(D) Skills Implementation: Successful Practicum/Clinical Experience – Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**

Action: Update the practicum recommendation process to gather final recommendations from the assigned field supervisor and site supervisor. Submit a copy of the practicum recommendation document/form for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(f) Campus Supervision: Mentor, Cooperating Teacher, or Site Supervisors Assigned – Reading Specialist Class**

Action: Assign site supervisors to Reading Specialist candidates at the start of their practicum. Submit a written process statement detailing the updated site supervisor assignment process.

- **19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors; 19 TAC §228.2(12), §228.2(24), §228.2(31) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors – Teacher, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**

Action: Update the cooperating teacher and site supervisor training process to require assigned cooperating teachers and site supervisors to be trained by the program within three weeks of assignment to the candidate. Submit a process statement detailing the training process for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(g)-(h) Field Supervision: Field Supervisor Training – Teacher, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**

Action: Update the field supervisor training requirement to verify field supervisors receive observation training and program-based training. Submit a process statement detailing how the program will verify field supervisor training is complete within the



required timeframe for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(g)-(h) Field Supervision: Field Supervisor Initial Contact – Teacher, Superintendent, School Counselor, and Reading Specialist classes**
Action: Update the field supervisor's initial contact process to ensure field supervisors make initial contact within the required timeframe for the certification class sought. Submit a process statement detailing the initial contact process for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(g)-(h) Field Supervision: Pre- and Post-Conferences – Teacher, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**

Action: Update the field supervisor observation process to ensure pre- and post-conferences are conducted and documented. Submit a copy of the pre- and post-conference document for each certification class.

School Counseling class: Since the school counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(g)-(h) Field Supervision: Educational Practices Observed - Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**

Action: Update the field supervisor observation process to ensure educational practices are observed and documented. Submit a copy of the document used to capture educational practices during the observation for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(g)-(h) Field Supervision: Observation-Written Feedback – Teacher, Principal, Superintendent, School Counselor, and Reading Specialist classes**

Action: Update the field supervisor observation process to ensure written feedback is provided to the required persons. Submit a written statement detailing how written feedback will be provided and verified for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

- **19 TAC §228.35(h) Field Supervision: Practicum-Formal Observation Duration; 19 TAC §228.35(h)(2) Field Supervision: Practicum-Observation Format; 19 TAC §228.35(h)(3) Field Supervision: Practicum-Observation Number & Frequency – Superintendent, School Counselor, Reading Specialist classes**

Action: Update the program's observation process to meet the current observation requirements. Submit a written statement detailing the observation process for each



certificate class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

Recommendations

- Revise the internship and clinical teaching information found on the [Teacher Program Admission Policies and Procedures](#) webpage.
 - Years worked in an internship would not take the place of clinical teaching since they are two different training routes. If a candidate completed an internship through another program and UH accepts the prior training, this would meet the internship requirement only.
- Revise the new mentor (cooperating teacher) & site coordinator (field supervisor) verification form to request a final recommendation separate from the recommendation to move forward to Student Teaching 2. It is difficult to verify if the recommendation is for moving forward to Student Teaching 2 or a successful recommendation from the conclusion of clinical teaching; unless they will identify their choice in the text box below the recommendation statement.
- Revise PIL observation documents to include “1st semester recommendation”, “2nd semester recommendation”, “3rd semester and final recommendation”.
- Revise the pre- and post-conference timeframe to occur closer to the observation date.

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

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

Findings

- The University of Houston has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed the benchmark document and degree progress documents were provided as evidence of compliance with Teacher and non-teacher classes. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- The University of Houston has structured assessments to measure candidate progress. Per the status report and candidate assessments provided, the program met the requirement. [19 TAC §228.40(a)]
- The University of Houston has processes in place to ensure that candidates are prepared to be successful on their certification exams. Benchmark documents were provided in all files reviewed. Test approval was not provided until candidates were formally admitted to the program. The program met the requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- The University of Houston uses information from a variety of sources to evaluate program design and delivery such as individual candidate satisfaction surveys and



annual academic program assessment reports. The program met the requirement. [19 TAC §228.40(e)]

- The program is required to retain candidate records for a period of five (5) years from admission to completion or withdrawal from the program for any reason. Due to various candidate records missing, such as the program did not meet the requirement for all certification classes. [19 TAC §228.40(f)]

Next Steps to be Addressed

- **19 TAC §228.40(f) – Records Retention – Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes**
Action: Update the program’s record retention process to keep all candidate-related records for a period of five (5) years from admission to completion or withdrawal from the program for any reason. Submit a process statement detailing the records retention process for each certification class (or the program as a whole).
School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

Recommendations

- None

Based on the evidence presented, the University of Houston 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 19 TAC Chapter 247 (relating to Educators’ Code of Ethics).

- Each candidate is required to attest and adhere to the Texas Educator’s Code of Ethics. Evidence, in the form of attestations embedded in program applications, were found in 14 of the 35 (40%) candidate records reviewed. The program submitted current Educator Code of Ethics attestations to show evidence of the requirement met for the Superintendent and Educational Diagnostician classes. The program met the requirement for the Principal, Superintendent, and Educational Diagnostician classes and did not meet the requirement for the Teacher, School Counselor, and Reading Specialist classes.
- All associated staff and field supervisors signed a Texas Educator’s Code of Ethics. Signed attestations served as evidence of compliance. The program uses Survey Monkey to gather this information.

Next Steps to be Addressed



- **19 TAC §228.50 Ethical Candidates – Teacher, School Counselor, and Reading Specialist classes**

Action: Update the process of collecting acknowledgments from candidates that they understand and will adhere to the Educator’s Code of Ethics while enrolled in the program. Submit a copy of the attestation document to be used for each certification class.

School Counseling class: Since the School Counseling class is dormant, this TAC requirement would need to be revised prior to the start of the admission process if the program is active in the future.

Recommendations

- None

Based on the evidence presented, the University of Houston is not in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The program recently submitted an updated complaints policy to TEA. The EPP complaint policy is also posted on the “Certification: Key Policies” webpage and on the physical site. The University of Houston meets 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 Houston 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. Out of the fifteen (15) teacher candidates reviewed, nine (9) teacher candidates reached standard certification and held a degree at the time of certification. The program met the requirement. [19 TAC §230.13(a)(1)]
- The Teacher candidates that reached the point of standard certification met all coursework requirements prior to recommendation. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. The program identifies the standard certificate recommendation date on each candidate’s certification



verification document. The program met the requirement. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

- One (1) Principal candidate, two (2) Superintendent candidates, three (3) School Counselor candidates, five (5) Educational Diagnostician candidates, and two (2) Reading Specialist candidates reached the point of standard certification during the three academic years reviewed. Each candidate transcript identifies the degree requirement was met prior to standard certification. The program met the requirement. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]
- Principal candidates are required to hold a valid teaching certificate and a minimum of two years of experience as a classroom Teacher to be recommended for standard certification. The candidate's service record served as evidence of the years of service requirement met. The standard certified Principal candidate met the requirements. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates are required to hold a valid Principal certificate or the required managerial experience to be recommended for standard certification. Both standard certified Superintendent candidates held a valid Principal certification when recommended for the standard certificate. The program met the requirement. [19 TAC §242.20]
- School Counselor candidates are required to have a minimum of two years of experience as a classroom Teacher to be recommended for standard certification. Service records served as evidence of the years of service requirement met. All three (3) standard certified school counseling candidates met the requirement. [19 TAC §239.20]
- Educational Diagnostician candidates are required to hold a valid teaching certificate and have a minimum of three years of experience as a classroom Teacher when recommended for standard certification. Service records served as evidence of the requirement met. All Educational Diagnostician candidates met the standard certification requirements. [19 TAC §239.84]
- Reading Specialist candidates are required to have a minimum of two years of experience as a classroom Teacher. Both standard certified Reading Specialist candidates met the years of experience requirement. [19 TAC §239.93]

Next Step to be Addressed

- None

Recommendations

- Bookmark TAC requirements for candidates enrolled in the program – Chapters 227 (admission), 228 (preparation requirements, including curriculum and training), 230 (educator certification), 235 (classroom teacher standards), 239 (School Counselor, School Librarian, Educational Diagnostician, and Reading Specialist), 241 (Principal), and 242 (Superintendent).
- Utilize the definition sections of TAC chapters for additional information about EPP requirements.
- Add field supervisor and either cooperating teacher or site supervisor recommendations to the certification verification document for all certification classes.



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

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

Findings

- The University of Houston has submitted ASEP reports within the timeline required by TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- Three (3) out of 15 (20%) Teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in the Accountability System for Educator Preparation (ASEP). The program was 80% compliant. [19 TAC §229.3(f)(1)]
- Ten (10) out of 35 (28%) non-teacher candidate files reviewed contained a formal offer of admission letter that did not correspond to the admit date in ASEP. The program was 72% compliant. [19 TAC §229.3(f)(1)]
- All Teacher candidate files reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. [19 TAC §229.3(f)(1)(7)]
- Nine (9) out of 35 (25%) non-teacher files contained a GPA that did not correspond to the GPA reported or TEA could not verify the GPA reported due to missing information on GPA spreadsheets. The program was 75% compliant for the records reviewed but when looking at current reporting data, the program has reported GPAs accurately. The program is now in compliance. [19 TAC §229.3(f)(1)(7)]
- University of Houston's EPP inaccurately reported a candidate's certification route and has addressed the reporting issue by submitting a data fix to correct candidate data in ASEP.

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §229.3(f)(1) – Formal Admission Date – Principal and Educational Diagnostician classes.**
Action: Update the program's formal admission reporting process to accurately report formal admission dates to TEA within 7-day of the candidate accepting formal admission. Submit a written statement detailing the updated admission reporting process for each certification class.

Recommendations

- Review the [2021-2022 Educator Preparation Program Data Reporting Manual](#) for current program reporting requirements.

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

RECOMMENDATIONS AND ADVISEMENT



- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all Teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Ensure EPP benchmarks and test readiness requirements for Teacher programs have been updated to address changes in PACT, if necessary.
- 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.
- The transition from 291 Core Subjects EC-6 to 391 Core Subjects with STR EC-6 is in effect. December 31, 2021 is the last date a candidate can take the 291 exam. The last date to standard certify candidates using the 291 exam will be December 30, 2022. You will want to begin reminding candidates of these deadlines to ensure that they meet all requirements and can be standard certified using the 291 exam. As you formally admit new EC-6 candidates, they should be admitted as 391 candidates.
- 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 AII EPPS

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



- Continue to participate in 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 Education 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 University of Houston staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before November 30, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date