Educator Preparation Program (EPP) Status Report
2021-2022

19 TAC §228.10(b)(1) At the time of the review, the entity shall submit to the TEA staff a status report regarding its compliance with existing standards and requirements for EPPs.

Note: For any section that is not applicable to your program, please include "N/A" in the corresponding table or text box.

SIGNATURE PAGE

EPP Name	County/District Number
The University of Texas at Tyler	212503
Mailing Address	**Legal Authority Name**
3900 University Blvd., BEP 223 Tyler, Texas 75799	Dr. Sarah Sass
Primary Contact Name	**Primary Contact Phone Number**
Dr. Yanira Oliveras	903.565-5639
Primary Contact Email	**Review Start Date**
Yaniraoliverasortiz@uttyler.edu	April 3, 2023
Type of Review	**Accreditation Status**
Desk Audit	**Accredited**

"I have reviewed the evidence in this status report and verify all the information contained in the report is true, accurate, and is compliant with all applicable state and federal requirements governing educator preparation programs".

Sarah Sass   3/13/2023
Signature of Legal Authority   **Date**

Sarah Sass   3/13/2023
Printed Name of Legal Authority   **Date**

GENERAL PROGRAM INFORMATION

1. Identify the certificates the EPP is approved to offer and indicate whether they are active or inactive by placing an "A" in each route in which the certificate **is actively offered** or by placing an "I" in each route in which the certificate is **inactive**. Add rows as needed to expand table.

Certificate Category or Class	U (A / I)	PB (A / I)	ACP (A / I)
Art (EC-12)	A	A	A
Bilingual Education Supplemental	A	I	I
Chemistry	A	A	A
Core Subjects with STR	A	A	A
Driver Education	I	I	I
Educational Diagnostician		A	
English Language Arts (4-8)	A	A	A
English Language Arts (7-12)	A	A	A
English Language Arts and Reading/Social Studies (4-8)	I	I	I
English as a Second Language Supplemental	A	A	A
Health	I	A	A
Health Science	I	I	I
History (7-12)	A	A	A
Journalism (7-12)	A	A	A
Languages Other Than English-Spanish	A	A	A
Life Science)7-12)	A	A	A
Master Reading Teacher	I	I	I
Mathematics (4-8)	A	A	A
Mathematics (7-12)	A	A	A
Music (EC-12)	A	A	A
Physical Education (EC-12)	A	A	A

Physical Science (6-12)	A	A	A
Principal		A	
Reading Specialist		A	A
Reserve Officer Training	I	I	I
School Counselor		A	A
Science (4-8)	A	A	A
Social Studies (4-8)	A	A	A
Social Studies (7-12)	A	A	A
Special Education (EC-12)	A	A	A
Special Education Supplemental	I	I	I
Speech	A	A	A
Superintendent			A
Technology Education	I	I	I
Theatre	I	I	I
Trade and Industrial Education	I	I	I

2. What is the total enrollment in the EPP, including all certification categories and classes in all routes, for the 2021-2022 year (as of September 1, 2021)?

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3. How many candidates will serve in clinical teaching, internship, or practicum assignments during the 2021-2022 reporting year (as of September 1, 2021)?

Type of Candidates	Teacher Class (# Candidates)	Non-Teacher Class (# Candidates)
Clinical Teachers (U, PB, ACP)	84	N/A
Interns (PB and ACP)	12	19
Practicum (PB and ACP)	23	187

4. How many candidates are expected to be identified as finishers by the end of the 2021-2022 reporting year? Please indicate by class.

Class	Expected Number of Finishers
Teacher Class	104
Non-Teacher Classes	172

5. How many teaching/satellite/branch sites does the EPP operate in addition to the main site? In which locations? Add rows, as needed, to expand table.

Locations	Origin Date	TEA Notified (Y / N)
NA		

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COMPONENT I – GOVERNANCE
[19 TAC §228.20]

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6. The expectation is that the EPP meets requirements in TAC for governance. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 7. Consider all certification classes and certification routes in responses. Spaces will expand, if needed.

TAC Requirements	EPP Implementation	
Advisory committee membership [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Advisory committee member training [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Advisory committee meetings-activity [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets

	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Advisory committee meetings-frequency [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
	Frequency (Dates of Last Two Meetings)	January 21, 2022 January 21, 2021
Support and resources for EPP [19 TAC §228.20(c)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets

7. Provide any additional information regarding the governance of the EPP or the advisory committee(s) for the EPP below (examples: exceeding minimum TAC requirements, grants, special projects, notable accolades, etc.) [Limit of 600 words].

The University of Texas at Tyler is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). Further, the College of Education and Psychology is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The College of Education and Psychology is also a member of the University Council for Educational Administration (UCEA).

The College of Education and Psychology has a diverse membership of stakeholders who serve on the Advisory Committee. These members include educators from all certification roles in the public and charter school schools (e.g., principal, school counselor, educational diagnostician, superintendent, curriculum directors, etc.) as well as representatives from local community colleges, region service centers, and the Tyler Education Business Council. During the advisory committee meetings, program faculty pose questions and listen to the insights provided to the respective groups as they examine the data provided. Before the meetings, advisory committee members are provided with the required training materials, explanation of the roles and responsibilities, and training on how to obtain materials and additional feedback.

In addition to the required stakeholders, the College of Education and Psychology also seeks ongoing guidance and feedback from our East Texas collaborators. We have three centers within the College of Education and Psychology that provide input, support, and resources to the EPP. One

center, The East Texas Center for School-Based Research and Instruction, is governed by East Texas superintendents. These superintendents provide the EPP with insight into the types of research and professional development needs of their students and educators. In turn, this provides the EPP with insight into what we need to appropriately cover within our curriculum and field experiences.

8. Does the program have formal Memorandums of Understanding (MOUs) with partnering school districts for sharing teacher evaluation data? If yes, please list partnering ISDs and include a sample MOU with the status report submission. (Optional but strongly encouraged.)

List of Partnering ISDs	MOU – Y/N
Alba ISD	Yes
Arp ISD	Yes
Athens ISD	Yes
Brownsboro ISD	Yes
Bullard ISD	Yes
Carlisle ISD	Yes
Carthage ISD	Yes
Center ISD	Yes
Chapel Hill ISD	Yes
Eustace ISD	Yes
Frankston ISD	Yes
Gilmer ISD	Yes
Gladewater ISD	Yes
Grand Saline ISD	Yes
Hallsville ISD	Yes
Henderson ISD	Yes
Jacksonville ISD	Yes
Kilgore ISD	Yes
LaPoynor ISD	Yes
Lindale ISD	Yes
Longview ISD	Yes
Mabank ISD	Yes
Mineola ISD	Yes
New Diana ISD	Yes
Overton ISD	Yes
Palestine ISD	Yes
Pine Tree ISD	Yes
Quitman ISD	Yes
Rusk ISD	Yes
Sabine ISD	Yes
Spring Hill ISD	Yes
Tatum ISD	Yes
Troup ISD	Yes
Tyler ISD	Yes
University Academy	Yes
Van ISD	Yes
Westwood ISD	Yes
Whitehouse ISD	Yes

Wills Point	Yes
Winona ISD	Yes

"I have reviewed the evidence provided for 19 TAC §228.20 in this status report and verify all the information contained in Component I is true and accurate."

Sarah Sass   3/13/2023

Signature of Legal Authority   **Date**

COMPONENT II – ADMISSION
[19 TAC §227]

9. The expectation is that the EPP meets requirements in TAC for admission. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 14. Consider all certification classes and certification routes in responses. Spaces will expand if needed.

TAC Requirements	EPP Implementation	
Formal Admission – Written Notification [19 TAC §227.17]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Contingency Admission – Procedure and Notification [19 TAC §227.15]	Teacher	NA
	Educational Diagnostician	NA
	Principal	NA
	Reading Specialist	NA
	School Counselor	NA
	Superintendent	NA
Minimum GPA [19 TAC §227.10(a)(3)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Minimum Semester Credit Hours (Subject Matter Knowledge) [19 TAC §227.10(a)(4)]	Teacher	Meets
	Educational Diagnostician	NA
	Principal	NA
	Reading Specialist	NA
	School Counselor	NA
	Superintendent	NA
Non-Teacher Class Admission Requirements and Deficiency Letter [19 TAC §227.10(a)(5)]	Teacher	NA
	Educational Diagnostician	Meet requirements for admission and have begun using a deficiency letter to inform

		candidate of deficiency prior to admission.
	Principal	Meet requirements for admission and have begun using a deficiency letter to inform candidate of deficiency prior to admission.
	Reading Specialist	Meet requirements for admission and have begun using a deficiency letter to inform candidate of deficiency prior to admission.
	School Counselor	Meet requirements for admission and have begun using a deficiency letter to inform candidate of deficiency prior to admission.
	Superintendent	Meet requirements for admission and have begun using a deficiency letter to inform candidate of deficiency prior to admission.
Basic skills [19 TAC §227.10(a)(6)]	Teacher	Meets-TSI, ACT/SAT
	Educational Diagnostician	Meets-must have bachelor's degree and be certified educator
	Principal	Meets- must have bachelor's degree and be certified educator
	Reading Specialist	Meets- must have bachelor's degree and be certified educator
	School Counselor	Meets- must have bachelor's degree and be certified educator
	Superintendent	Meets- must have bachelor's and master's degree and be certified educator
English Language Proficiency [19 TAC §227.10(a)(7)]	Teacher	Meets
	Educational Diagnostician	Meets

	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Screening Instrument(s)/Activity(s) [19 TAC §227.10(a)(8)]	Teacher	Meets-Interview
	Educational Diagnostician	Meets-Interview
	Principal	Meets-Written Screening
	Reading Specialist	Meets-Interview
	School Counselor	Meets-Statement of Purpose; Statement of Diversity; written screening
	Superintendent	Meets-Written Screening
Application [19 TAC §227.10(a)(8)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Other Academic Criteria for Admission [19 TAC §227.10(a)(9)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Additional Admission Requirements [19 TAC §227.10(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
Out-of-Country Credential Review [19 TAC §227.10(f)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist	Meets
	School Counselor	Meets
	Superintendent	Meets
EC-3 Approved Programs Only Admission Requirements for Currently Certified Educators	NA	

[19 TAC §227.10(g)]	

10. If the EPP admits candidates with a GPA below 2.5, identify the criteria used to determine the "extraordinary circumstance" and the "work experience equivalent". If no candidates are admitted in any certificate categories, classes, or routes with a GPA below 2.5, then answer "NA" (for Not Applicable) in the space below. [19 TAC §227.10(a)(3)(B)] [Limit of 600 words.]

NA

11. Identify where and/or how the EPP has provided the following information to all applicants and candidates. [19 TAC §227.1] Spaces will expand if needed.

TAC Requirements	Information to All Applicants Where / How		
Candidates must undergo a criminal history background check prior to employment as an educator [19 TAC §227.1(b)(1)]	Teacher	Admissions Orientation; Semester (phase/block) orientations; College EPP and Initial Certification Program Website; Admission Application; Handbook	
	Educational Diagnostician	College EPP and Educational Diagnostician Program Website; Admission Application; Handbook	
	Principal	College EPP and Principal Program Website; Admission Application	
	Reading Specialist	College EPP and Reading Program Website; Admission Application	
	School Counselor	College EPP and School Counselor Program Website; Admission Application	
	Superintendent	College EPP and Superintendent Program Website; Admission Application	
Candidates must undergo a criminal history background check prior to clinical teaching [19 TAC §227.1(b)(2)]	Teacher	Admissions Orientation; Semester Orientations (Phase and Block); clinical teaching application; website	

TAC Requirements	Information to All Applicants Where / How	
	Educational Diagnostician	NA
	Principal	NA
	Reading Specialist	NA
	School Counselor	NA
	Superintendent	NA
Admission Requirements of EPP [19 TAC §227.1(c)(1)]	Teacher	Website; undergraduate catalog; Admission Orientation; handbook
	Educational Diagnostician	Website; graduate catalog; graduate flyer; handbook
	Principal	Website; graduate catalog; graduate flyer;
	Reading Specialist	Website; graduate catalog; graduate flyer; handbook
	School Counselor	Website; graduate catalog; graduate flyer; handbook
	Superintendent	Website; graduate catalog; graduate flyer; handbook
Program Completion Requirements [19 TAC §227.1(c)(2)]	Teacher	Website; undergraduate catalog; Admission Orientation; handbook; advising documents; semester orientations(phase/block)
	Educational Diagnostician	Website; graduate catalog; graduate flyer; handbook
	Principal	Website; graduate catalog; graduate flyer; handbook
	Reading Specialist	Website; graduate catalog; graduate flyer; handbook
	School Counselor	Website; graduate catalog; graduate flyer; handbook
	Superintendent	Website; graduate catalog; graduate flyer; handbook

TAC Requirements	Information to All Applicants Where / How		
The effect of supply and demand forces on the educator workforce in this state [19 TAC §227.1(c)(3)(A)]	Teacher	Admissions Orientation; Patriot Preview Presentations; College EPP website	
	Educational Diagnostician	EPP website	
	Principal	EPP Website	
	Reading Specialist	EPP Website	
	School Counselor	EPP Website	
	Superintendent	EPP Website	
The performance over time of the EPP for the past five years)] [19 TAC §227.1(c)(3)(B)]	Teacher	Meets-EPP Website	
	Educational Diagnostician	Meets EPP Website	
	Principal	Meets EPP Website	
	Reading Specialist	Meets EPP Website	
	School Counselor	Meets EPP Website	
	Superintendent	Meets EPP Website	
The potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate [19 TAC §227.1(d)(1)].	Teacher	Admissions Orientation; EPP website; semester orientations (phase/block) handbook	
	Educational Diagnostician	Educational Diagnostician Program website; handbook	
	Principal	Principal Program website; handbook	
	Reading Specialist	Reading Program website; handbook	
	School Counselor	School Counselor Program website; handbook	
	Superintendent	Superintendent Program website; handbook	
The right to request a preliminary criminal history evaluation from TEA [19 TAC §227.1(d)(3)]	Teacher	Admissions Orientation; EPP website; semester orientations (phase/block) handbook	
	Educational Diagnostician	Educational Diagnostician Program website; handbook	
	Principal	Principal Program website; handbook	
	Reading Specialist	Reading Program website; handbook	

TAC Requirements	Information to All Applicants Where / How	
	School Counselor	School Counselor Program website; handbook
	Superintendent	Superintendent Program website; handbook
Provide the link(s) to the EPP website(s) where this information can be found. If programs within the EPP have different websites, include the links for all. Space will expand as necessary.	Main EPP Level: https://www.uttyler.edu/educpsych/educator_prep_certification.php Post-Bac Initial Certification: https://www.uttyler.edu/education/graduate/curriculum-instruction-online-gradteach.php Reading: https://www.uttyler.edu/education/graduate/masters-reading.php Educational Diagnostician: https://www.uttyler.edu/education/graduate/special-education.php Principal: https://www.uttyler.edu/education/graduate/med-principal-certification-online/?r=/elps/degrees/med-principal-certification-online.php School Counselor: https://www.uttyler.edu/psychology/graduate/ma-school-counseling-psychology.php Superintendent: https://www.uttyler.edu/elps/degrees/superintendent-certification-online.php	

12. List the names (F. Last) with TEA ID numbers of applicants that have been ADMITTED into the EPP with credentials from outside the United States for the 2020-2021 and 2021-2022 reporting years. Add rows as needed to expand table.

Candidate Name (F. Last)	TEA ID Number	Certificate Class
L. Calderon	2217600	Principal
N. Derou	1275939	School Counselor
S. Sayma	2244181	Principal

13. What is the average GPA of the incoming class for the 2021-2022 year? Include admitted candidates in all classes and routes.

3.65

14. If there is any additional information to share regarding the admission practices of the EPP, provide it below (examples: exceeding minimum TAC requirements, unique screening processes, notably high-quality standards, etc.) [Limit of 600 words].

During our 2018 desk audit, we discovered our EPP did not comply with admissions to our graduate programs. We immediately acted to rectify that situation. Since that time, we have begun regular graduate coordinators meetings to make sure the EPP follows the Texas Education Code and Texas Administrative Code. One area we will be correcting is the implementation of the deficiency letter. We misinterpreted TAC to mean a deficiency letter was only needed for individuals seeking only certification and not enrolled in a master's program.

Our EPP follows The University of Texas at Tyler's undergraduate and graduate admissions requirements. All applicants without a U.S. high school or higher education credentials, are required to take the English language proficiency screening and take the TOEFL.

Students entering our initial teacher preparation programs are required to provide evidence of mastery of basic skills by providing scores from the SAT, ACT, or TSI scores.

In terms of exceeding GPA requirements, the School Counseling program has an admission standard that exceeds the minimum 2.5 GPA. Applicants are required to have a 2.75 overall GPA or a minimum of 2.75 in the last 60 hours.

All programs screen applicants prior to admission. Depending on the program area, screening instruments may include interviews, letters of recommendation, or statement of purpose essays. Rubrics are used to score applicants.

With the ongoing national teacher shortage, the EPP applied for and received a $50,000 planning grant from the THECB to develop pathways to certification. We are in the process of instituting a pathway for paraprofessionals and long-term substitutes. We have also begun the discussion of a possible residency model and have held meetings with our stakeholders for input. Further, we work closely with chapters of the Texas Association of Future Educators and hold events on campus to create an interest in the teaching profession. The University of Texas at Tyler was the host for the Area 6 TAFE conference in December 2022.

"I have reviewed the evidence provided for 19 TAC §227 in this status report and verify all the information contained in Component II is true and accurate."

Sarah Sass
_____   3/13/2023
Signature of Legal Authority   **Date**

COMPONENT III – CURRICULUM
[19 TAC §228.30] **&** [19 TAC §228.35]

15. The expectation is that the EPP meets requirements in TAC for standards-based curriculum per 19 TAC §228.30(a), 19 TAC §149, and 19 TAC §235. Identify where in the coursework the EPP teaches the mandatory additional curriculum elements to candidates where applicable. Spaces will expand, if necessary.

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
Educators' Code of Ethics (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students [19 TAC §228.30(c)(1)]	All	EC-6	Primary Course : EDUC 4057; Other courses: EDUC 3315, EDSP 3354, EDUC 3363, 4334, READ 3323, 3320, 4326, EPSY 3330, ELED 4312, 4313, 4314	EC-6	EPP Faculty: Atkins, Bretl, Doepker, Gilpin, Hickey, Kennedy, Neel, Morris, Sherman, Ward: TEA Ethics Videos
		Teacher: Secondary All Level	Primary Course: EDUC 4320, Other courses: EDUC 1301, 4057, 4335; EDFB 4338; EPSY 3340	Teacher: Secondary All Level	EPP Faculty: Consalvo, Hines, Sherman, Whittington; TEA Ethics Videos
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor: TEA Ethics Videos
		Teacher: GradTeach	Module required		

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
			upon admission; found on GradTeach Canvas course	Teacher: GradTeach	EPP Faculty: Bailey, Oliveras, Kennedy, Dellelo, Zolkoksi
		Ed Diag	EDSP 5357, 5378	Ed Diag	EPP Faculty: Dykes, Geiger
		Principal	EDLR 5313, 5370, 5371	Principal	Epp Faculty: Miller, Ray
		Reading	READ 3320, 4320, 4326 EDFB 4338 READ 5309	Reading	EPP Faculty: Neel, Consalvo, Doepker
		School Counselor	COUN 5368	School Counselor	EPP Faculty: Molina: TEA Educators Ethics Training videos
		Superintendent	EDLR 5350	Superintendent	EPP Faculty: Simmons; TEA Videos

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
Dyslexia [19 TAC §228.30(c)(2)]	All	EC-6	Primary Course : EDUC 4057	EC-6	EPP Faculty: Sherman: TEA Learn's Dyslexia Course
		Teacher: Secondary All Level	Primary Course: EDUC 4057	Teacher: Secondary All Level	EPP Faculty: Sherman : TEA Learn's Dyslexia Course

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor: TEA Ethics Videos
		Teacher: GradTeach	Module required upon admission; found on GradTeach Canvas course	Teacher: GradTeach	EPP Faculty: Bailey, Oliveras, Kennedy, Dellelo, Zolkoksi
		Ed Diag	EDSP 5360, 5366	Ed Diag	EPP Faculty: Dykes,Rueter: TEA Learn's Dyslexia Module, CTOPP
		Principal	EDLR 5333	Principal	EPP faculty: Miller, Region 7 ESC Zoom presentation and Region X ESC Dyslexia module
		Reading	READ 5306, 5307	Reading	EPP Faculty: Doepker
		School Counselor	COUN 5368	School Counselor	EPP Faculty: Molina: Region X ESC Dyslexia module
		Superintendent	EDLR 5350	Superintendent	EPP Faculty: Simmons; Region X

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In...		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
					Dyslexia Module
Mental Health, Substance Abuse, & Youth Suicide [19 TAC §228.30(c)(3)]	All	EC-6 Primary Course :	Primary Course : EDUC 4057	EC-6	EPP Faculty: Zolkoski;

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…			Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Teacher: Secondary All Level	Primary Course: EDUC 4057, EPSY 3340		Teacher: Secondary All Level	EPP Faculty: Bradshaw-Wooten, Bretl, Sherman: EDUHERO modules for Mental Health; Suicide Prevention; SOS Plan, Prepare, Prevent Module; Substance Abuse Module
		Teacher: UTeach	EDUT 4170		Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor: EDUHERO modules for Mental Health; Suicide Prevention; SOS Plan, Prepare, Prevent Module; Substance Abuse Module
		Teacher: GradTeach			Teacher: GradTeach	EPP Faculty: Oliveras, Zolkoski, Bouilon, Kennedy

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Ed Diag	EDSP 5363	Ed Diag	EPP Faculty: Zolkoski; EDUHERO modules for Mental Health; Suicide Prevention; SOS Plan, Prepare, Prevent Module; Substance Abuse Module
				Principal	EPP Faculty: Miller and Region 7 ESC Zoom presentation; Suicide Awareness & Prevention: Plan, Prepare, Prevent: The SOS Signs of Suicide; Mental Health: Mental Health First Aid: www.samhsa.gov/ Disorders/substance-abuse; Texas Behavior Support

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…			Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Principal	EDLR 5333			Initiative (TBSI) from ESC IV; Choose Love Movement, Social Emotional Learning;

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Reading	READ 5309	Reading	EPP Faculty: Doepker Suicide Prevention: Plan, Prepare, Prevent: The SOS Signs of Suicide; Mental Health: The Texas Behavior Support Initiative (TBSI): Substance Abuse: SMH
		School Counselor	COUN 5368	School Counselor	Suicide Prevention: Plan, Prepare, Prevent: The SOS Signs of Suicide; Mental Health: The Texas Behavior Support Initiative (TBSI): Substance Abuse: SMH
		Superintendent	EDLR	Superintendent	Suicide Prevention:

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
				Plan, Prepare, Prevent: The SOS Signs of Suicide; Mental Health: The Texas Behavior Support Initiative (TBSI): Substance Abuse: SMH	
The skills that educators are required to possess [19 TAC §228.30(c)(4)]	All	EC-6	Primary Course : EDUC 4057;	EC-6	EPP Faculty: Sherman: TEA Learn's Dyslexia Course
		Teacher: Secondary All Level	Primary Course: EDUC 4057	Teacher: Secondary All Level	EPP Faculty: Sherman
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor: TEA Ethics Videos

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Teacher: GradTeach	EDUC 5315, 5316, 5335, 5351, 5356, 5047/5048/5049	Teacher: GradTeach	EPP Faculty: Oliveras, Zolkoski, Bouilon, Kennedy
		Ed Diag	EDSP 5360, 5366	Ed Diag	EPP Faculty: Dykes, Rueter
		Principal	EDLR 5311, 5313, 5320,5337 5370, 5330, 5349, 5333, 5310, 5371	Principal	EPP faculty: Kaiser, Ray, Bailey, Miller
		Reading	READ 3320, 4320, 4326 EDFB 4338 READ 5309	Reading	EPP Faculty: Dopeker, Neel, Consalvo
		School Counselor	COUN 5368		

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Superintendent	EDLR 5360	School Counselor	EPP Faculty: Molina	
				Superintendent	EPP Faculty: SImmons	
The responsibilities that educators are required to accept [19 TAC §228.30(c)(4)]	All			EC-6	EPP Faculty: Krumm, Gilpin, Hickey, Morris, Neel, Zolkoski	
		EC-6	Primary Course : EDUC 4322; Other courses EDUC 3315, 3363, 4057, 4334, ELED 4312, 4313, 4314, READ 3323, 3320, 4326			
		Teacher: Secondary All Level	Primary Course: EDUC 4320; Other Courses: EDUC 1301, EDSP 3351, EDFB 4338	Teacher: Secondary All Level	EPP Faculty: Geiger, Hickey, Hines, Whittington	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor:	
		Teacher: GradTeach	EDUC 5315, 5316, 5335, 5351, 5356, 5047/5048/ 5049	Teacher: GradTeach	EPP Faculty: Oliveras, Zolkoski, Bouilon, Kennedy Consalovo, Bailey	

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Ed Diag	EDSP 5364, 5365, 5366, 5371, 5357, 5368	Ed Diag	EPP Faculty: Dykes, Rueter, Zolkoski
		Principal	EDLR 5311, 5313, 5320, 5337, 5370, 5330, 5349, 5333, 5310, 5371	Principal	EPP Faculty: Miller, Kaiser, Ray, Bailey
		Reading	READ 3320, 4320, 4326 EDFB 4338 READ 5309	Reading	EPP Faculty: Doepker, Consalvo, Neel
		School Counselor	COUN 5368	School Counselor	EPP Faculty: Molina
		Superintendent	EDLR 5360	Superintendent	EPP Faculty: Simmons
The high expectations for students in this state [19 TAC §228.30(c)(4)]	All			EC-6	EPP Faculty: Atkins, Bretl, Geiger, Hickey, Kennedy, Gilpin, Gunpinar, Neel, Sherman
		EC-6	EDUC 3315, 4301, 4057, 4334, 3363, EDSP 3354, ELED 4312, 4313, 4314, EPSY 3300, READ 3323, 3320, 4326		

Required Curriculum Component	Certification Class: **All** (Teacher & Non-Teacher)	Course(s) Taught In…			Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Teacher: Secondary All Level	Primary Course: EDUC 4057, 4320, EPSY 3340, EDFB 4338, EDSP 3351		Teacher: Secondary All Level	EPP Faculty: Sherman, Hines, Bradshaw-Wooten, Whittington, Geiger
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370		Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor
		Teacher: GradTeach	EDUC 5315, 5316, 5335, 5351, 5356, 5047/5048/5049		Teacher: GradTeach	EPP Faculty: Oliveras, Zolkoski, Bouilon, Kennedy Consalovo, Bailey
		Ed Diag	EDSP 5368, 5357		Ed Diag	EPP Faculty: Zolkoski, Dykes
		Principal	EDLR 5311, 5313, 5320, 5337, 5370, 5330, 5349, 5333, 5310, 5371		Principal	EPP Faculty: Miller, Kaiser, Bailey, Ray
		Reading	READ 3320, 4320, 4326 EDFB 4338 READ 5304		Reading	EPP Faculty: Neel, Consalvo

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		School Counselor	Not in place; we will start with the next offering of the course	School Counselor	EPP Faculty: Molina	
		Superintendent	EDLR 5360	Superintendent	EPP Faculty: Simmons	
The importance of building strong classroom management skills [19 TAC §228.30(c)(5)]	All	EC-6	Primary Course : EDUC 3363; Other courses: EDSP 3351, EDUC 4057, 3315, READ 3323, 3320	EC-6	EPP Faculty: Zolkoski, Geiger, Sherman, Hickey, Neel, Ward, Atkins,	
		Teacher: Secondary All Level	Primary Course: EDUC 4335, Other courses: EDUC 4057, 4320, ESPSY 3340	Teacher: Secondary All Level	EPP Faculty: Gilpin, Sherman, Hines, Bretl	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor	
		Teacher: GradTeach	EDUC 5335, 5047/5048/5049	Teacher: GradTeach		
		Ed Diag	EDSP 5363	Ed Diag	EPP Faculty Zolkoski:	
		Principal	EDLR 5311, 5313, 5330			

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…			Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Reading	READ 3320, 4320, 4326 EDFB 4338 READ 5302, 5303, 5304, 5305		Principal	EPP Faculty: Ray , Kaiser	
					Reading	EPP Faculty: Consalvo, Doepker, Neel	
		School Counselor	Not in place; we will start with the next offering of the course		School Counselor	EPP Faculty: Molina	
		Superintendent	EDLR 5360		Superintendent	EPP Faculty: Simmons	
The framework in this state for teacher and principal evaluation [19 TAC §228.30(c)(6)]	All				EC-6	EPP Faculty: Sherman, Krumm, Geiger, Neel, Ward, Atkins, Bradshaw-Wooten	
		EC-6	Primary Course: EDUC 4057, Other courses: EDUC 4322, EDSP 3351, READ 3323, 3320, 4326, EPSY 3330				

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Teacher: Secondary All Level	Primary Course: EDUC 4057, 4320	Teacher: Secondary All Level	EPP Faculty: Sherman, Krumm	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor	
		Teacher: GradTeach	EDUC 5315	Teacher: GradTeach		
		Ed Diag	EDSP 5357	Ed Diag	EPP Faculty: Dykes	
		Principal	EDLR 5370, 5371	Principal	EPP Faculty: Ray and Miller	
		Reading	READ 5306, 5307	Reading	EPP Faculty: Doepker	
		School Counselor	Not in place; we will start with the next offering of the course	School Counselor	EPP Faculty: Molina	
		Superintendent	EDLR 5360	Superintendent	EPP Faculty: Simmons	

Required Curriculum Component	Certification Class: **All** (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
Appropriate relationships, boundaries, and communications between educators and students [19 TAC §228.30(c)(7)]	All	EC-6	Primary Course : EDUC 4057;EDUC 3315	EC-6	EPP Faculty: Sherman, Hickey, Dykes
		Teacher: Secondary All Level	Primary Course: EDUC 4057, , 3315	Teacher: Secondary All Level	EPP Faculty: Sherman , Hickey, Dykes
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor
		Teacher: GradTeach	EDUC 5315, 5047/5048/ 5049	Teacher: GradTeach	EPP Faculty: Oliveras, Zolkoski, Bouilon, Kennedy Consalovo, Bailey
		Ed Diag	EDSP 5357	Ed Diag	EPP Faculty: Dykes

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Principal	EDLR 5311, 5313, 5320, 5337, 5370, 5330, 5349, 5333, 5310, 5371	Principal	EPP Faculty: Miller, Kaiser, Bailey, Ray	
		Reading	READ 5301	Reading	EPP Faculty: Doepker	
		School Counselor	COUN 5334	School Counselor	EPP Faculty: Molina	
		Superintendent	EDLR 5350	Superintendent	EPP Faculty: Simmons	
Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum [19 TAC §228.30(c)(8)]	All			EC-6	EPP Faculty: Sung Digital Literacy Evaluation	
		EC-6	Primary Course : EDUC 4321			
		Teacher: Secondary All Level	Primary Course: EDUC 4057	Teacher: Secondary All Level	EPP Faculty: Sherman	
				Teacher: UTeach	EPP Faculty: Odell, Pederson, Taylor: TEA Ethics Videos	

Required Curriculum Component	Certification Class: All (Teacher & Non-Teacher)	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: GradTeach	EPP Faculty: Delello
		Teacher: GradTeach	EDUC 5359		
		Ed Diag	EDSP 5368	Ed Diag	EPP Faculty: Zolkoski
		Principal	EDLR 5349	Principal	EPP Faculty: Bailey
		Reading	READ 5303	Reading	EPP Faculty: Doepker
		School Counselor	Not in place; we will start with the next offering of the course	School Counselor	EPP Faculty: Molina
		Superintendent	Not in place; we will start with the next offering of the course	Superintendent	EPP Faculty: Simmons

16. For programs approved to offer certification in the teacher class, please provide additional information in the table below.

Required Curriculum Component	Certificate Class: Teacher	Course(s) Taught in…	Provider (EPP faculty member/instructor, approved provider for specific content)
Relevant TEKS, including English Language	Teacher	Primary Course: EDUC 4322, EDUC 4320; Other courses: EDUC 3313,	EPP Faculty: Krumm, Hines, Gilpin, Gunpinar, Sherman,

Proficiency standards (ELPS) [19 TAC §228.30(d)(1)]		4057,4301,4334,4378, ELED 4312,4313,4314, READ 3323, 3320, 4320, 3326, 4326, EDFB 4335, EDUT 1170, 2170, 3371, 4170, 4370	Morris, Neel, Ward, Atkins, Consalvo, Odell, Pedersen, Taylor, Bretl, Whittingon, Kennedy
Reading Instruction [19 TAC §228.30(d)(2)]	Teacher	Primary Course: READ 3330, 3320, 4320, 3326, 4326, EDFB 4338	EPP Faculty: Neel, Atkins, Ward, Consalvo, Whittington
For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines [19 TAC §228.30(d)(3)]	Teacher	Primary Course: EDUC 3313, Other Courses: EDUC 4334, EDUC 3315, 1301, 4057	EPP Faculty: Gilpin, Kennedy, Dykes, Hickey
Skill and competencies captured in the Texas teacher standards [19 TAC §228.30(d)(4)] Texas Teacher Standards [19 TAC 149.1001(b)]	Teacher		
Standard 1 – Instructional Planning and Delivery [19 TAC 149.1001(b)(1)]		Courses: EC-6: EDUC 3020, 3030, 3313, 3315, 3363, 4057, 4301, 4322, 4334, 4640, ELED 4312,4313,4314, EPSY 3330, READ 3320, 3326, 4320, 4326, EDSP 3354 Secondary Program: EDFB 4338, EDSP 3351, EDSP 3354, EDUC 3120, 3230, 3315, 4057, 4320, 4335, 4357, 4640, EPSY 3340: UTeach: EDUT 1170, 2170, 4170, 4370	EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor
Standard 2– Knowledge of Students and Student Learning [19 TAC 149.1001(b)(2)]		EC Courses: EDUC 3020, 3030, 3313, 3315, 3363, 4057, 4322, 4373, 4383, 4640, EPSY 3330, READ 3320, 3323, 3326, 4320, 4323, EDSP 3354 Secondary: EDFB 4338, EDUC 3315, 3120, 4057, 4320, 4335, 4357, 4378, 4640, EPSY 3340, UTeach: EDUT 1170, 2170, 3371, 4170, 4370	EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Hines Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor

Standard 3 – Content Knowledge and Expertise [19 TAC 149.1001(b)(3)]		EC-6 Courses: EDUC 4057, 4301, 4373, 4383, ELED 4312, 4313, 4314, READ 3320, 3323, 3326, 4323, 4320; Secondary Courses: EDFB 4338, EDUC 3315, 4057, 4320, 4640; UTeach: EDUT 1170, 2170, 4170, 4370	EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Hines Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor
Standard 4 – Learning Environment [19 TAC 149.1001(b)(4)]		EC-6 Courses: EDUC 3020, 3030, 3315, 3363, 4057, 4301, 4322, 4334, 4373, 4383, 4640, ELED 4312, 4313, 4314, EPSY 3330, READ 3320, 3323, 3326, 4320, 4323, EDSP 3354; Secondary Courses: EDFB 4338, EDSP 3351, EDUC 3315, 4057, 4320, 4640, EPSY 3340; UTeach: EDUT 1170, 2170, 3371, 4170, 4370	EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Hines Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor
Standard 5 – Data Driven Practice [19 TAC 149.1001(b)(5)]		EC-6 Courses: 4057, 4301, 4373, 4383, 4640, ELED 4312, 4313, 4314, EPSY 3330, READ 3320, 4320, 4323, EDSP 3354; Secondary Courses: EDFB 4338, EDSP 3351, EDUC 4057, 4320, 4640; UTeach EDUT 1170, 2170, 4170, 4370	EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Hines Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor
Standard 6 – Professional Practices and Responsibilities [19 TAC 149.1001(b)(6)]		EC-6 Courses: EDUC 3020, 3030, 3313, 3315, 3363, 4057, 4301, 4322, 4334, 4373, 4383 4376, 4640, ELED 4312, 4313, 4314, READ 3320, 3323, 3326, 4320, 4323, EDSP 3354; Secondary Courses: EDFB 4338, EDSP 3351, EDUC 3315, 4057, 4320, 4640; UTeach Courses: EDUT 1170, 2170, 4170	EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Hines, Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor

| Developmentally appropriate research-and-evidence based assessment and instructional practices to promote students' development of grade-level skills 19 TAC §235.1(b)(3) | | EC-6 Courses: EDUC 3313, 3363, 4057, 4301, 4322, 4373, 4383, 4376, ELED 4312, 4313, 4314, READ 3320, 3323, 3326, EDSP 3354; Secondary Courses: EDSP 3351, 4057, 4320, 4640; UTeach: EDUT 1170, 2170, 3371, 4170, | EPP Faculty: Sherman, Gilpin, Dykes, Zolkoski, Gunpinar, Krumm, Hines, Morris, Bretl, Neel, Atkins, Ward, Consalvo, Geiger, Whittington, Kennedy, Thomas, Bradshaw-Wooten, Odell, Pederson, Taylor |

17. If the program is approved for a certificate area that includes early childhood (EC) standards, provide an example of how your elementary curriculum focuses on each of the five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency). Provide an example for each domain in the text box below.

Undergraduate Literacy Course:	Phonics:	Phonemic Awareness:	Vocabulary:	Comprehension:	Fluency:
READ 3320: Literacy Development in the Early Years Wix Electronic Literacy Portfolio	**Daily Phonics Activities in Class:** Rhyming; Syllables; Word Families Spelling Patterns **Phonics** is taught, discussed, practiced, in each weekly module.	**Poetry Journal:** Rhyming: Students collect and organize 30 songs, poems, and rhymes to use in their future classroom. **Phonemic Awareness** is Addressed, modeled & practiced in each weekly module.	**Environmental Print Project** (Language Development) **Weekly Vocabulary Quizzes:** ELAR TEXES terms Addressed in each weekly module.	**10 Reading Anchor Charts: Reading Strategy Assignment:** Students identify ten research-proven reading strategies and make posters for their future classroom. **Bibliography/Book List of 30 Children's Books** to include multiple genres. Addressed in each weekly module.	**Running Records** Overview & Practice with leveled texts AND Decodable texts/ passages **Fluency** is taught throughout the course.
READ 4320: Literacy Assessment & Instruction I Literacy Processes:	**Word patterns:** CVC; Vowel Patterns; Syllables	**Daily Practice in Heggerty Text**	**Word Walls** **Daily Practice of Sight Words** for Kinder, 1st, 2nd, 3rd; 4th; 5th grades.	**Guided Reading Practice** with BOTH *Leveled Literacy Intervention* kits AND *Decodable reading passages*	Running Records Overview & Practice with early texts AND

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Reading, Writing, Listening & Speaking. Language Development Strategies Applying knowledge gained to understand the students' contexts for instruction. WIX Professional Literacy Portfolio	**Alphabetic Principle: ABC Project** Students design & create an ABC artifact aligned to ELAR TEKS; STR Competencies & Pre-K Guidelines Addressed in each weekly module.	**Alphabetic Linking Chart: Daily Practice** **Project #1 Literature Review of 8 Articles**: Students decide on a ELAR topic to research: Phonics; Phonemic Awareness; Vocabulary; Comprehension Fluency; Retellings; Addressed in each weekly module.	Weekly STR **Vocabulary Quizzes** over International Literacy Association ELAR Terms **Morphology** is noted daily in content area words. Addressed in each weekly module.	**Author Study: Daily Read Alouds from Exemplary Books. Assessment: Taking and Analyzing Running Records. Project #2: Reading Workshop ARC of 6 Wks Reading/ Writing Lesson Plans: Students plan six weeks (30 Lessons) for English Language Arts.** The following literacy topics are incorporated into each lesson plan: TEKS; STR Competencies; RTI; Classroom Management; Routines & Procedures; Phonics, Phonemic Awareness; Poetry; Independent Reading; Reading Aloud to Students; Vocabulary; Guided Reading; Comprehension, Fluency, and Managed Independent Literacy Stations, and extension activities.	Decodable texts/ passages Addressed throughout the course.
READ 4326: Literacy Assessment & Instruction II Tutorial Report Tutorial Notebook	**Tutorial Lesson Plans & Tutoring & Reflections**: Phonics Lessons from the Heggerty text are implemented daily.	**Tutorial Lesson Plans & Tutoring** Phonemic Awareness Lessons (Heggerty) incorporated into tutorial lessons	**Tutorial Lesson Plans & Tutoring & Reflection** Vocabulary Development including prefixes/ suffixes/ compound words; Word Walls Sight Words	**Tutorial Lesson Plans & Tutoring** & Reflections The following literacy topics are incorporated into each lesson plan: TEKS; STR Competencies; RTI; Classroom Management; Routines & Procedures;	**Tutorial Lesson Plans & Tutoring & Reflections** **Retelling Assignment**

WIX Professional Literacy Portfolio	Decodable passages are practiced daily. **Phonics Instruction** is addressed, explicitly taught, modeled, and practiced in each lesson plan that is prepared & taught	**Phonemic awareness** is addressed, explicitly taught, modeled, and practiced in each lesson plan that is prepared & taught.	**Known and new vocabulary words, suffixes, prefixes, sight words, etc**., are addressed in each lesson plan that is prepared & taught.	Phonics, Phonemic Awareness; Poetry; Independent Reading; Reading Aloud to Students; Vocabulary; Guided Reading; Comprehension, Fluency. **Comprehension** is addressed in each lesson plan that is prepared & taught.	**Running Records** **Overview & Practice with early texts AND Decodable texts/ passages** Fluency is modeled, and addressed in each lesson plan that is prepared & taught.

18. If the program is approved to offer teacher certificate(s) that include early childhood (EC) content standards, please provide a copy of a completed early childhood performance assessment in Appendix H.

Running Record attached in Appendix H

19. If the program is approved to offer one of the following certificate areas that includes the addition of the Science of Teaching Reading (STR) standards, provide a performance-based assessment with its related rubric in Appendix I for the program's highest volume/lowest performing certificate area <u>and</u> complete the alignment charts in Appendix J for that certificate area.

Literacy Portfolio attached in Appendix I

20. If the program is approved to offer the Early Childhood: Pre-kindergarten – Grade 3 certificate, please explain the process that allows a currently-certified candidate (certified to teach all subjects in Prekindergarten – Grade 3) to take a minimum of 150 clock-hours of coursework/training that is directly related to the Early Childhood: Pre-kindergarten – Grade 3 certificate standards. [19 TAC §228.35(i)(2)]

Not Applicable

21. Identify the areas in which the EPP has used scientifically-based research to revise curriculum <u>within the last 3 years</u>. Briefly summarize the criteria/research used and outcomes. [19 TAC §228.30(b)] Spaces will expand. Add rows as needed to expand table.

Certificate	Date Revised	Criteria / Research Used	Outcome(s)
Educational Diagnostician	2019	Mather, N. & Wendling (2011). *Essentials of dyslexia assessment and intervention.* Hoboken, NJ: John Wiley & Sons.	Provided additional resources for EDSP 5360 in determining dyslexia eligibility.
Educational Diagnostician	2012	Dyslexia Handbook 2021 Update	Students were updated on new regulations pertaining to dyslexia eligibility EDSP 5360
Educational Diagnostician	2022	Stephens, T. L., Olvera, P., Schultz, E. K. (2022). Conducting a targeted SLD assessment using the core-selective evaluation process (C-SEP): Implications for assessing English learners. *Contemporary School Psychology*. https://doi.org/10.1007/s40688-022-00443-3	This study provided updated information on SLD eligibility. EDSP 5360
Educational Diagnostician	2022	TEA Learn: Conducting Necessary Transition Assessments https://register.tealearn.com/browse/tea/network/sctn/courses/conducting-necessary-transition-assessments	This resource gives updated training on transition assessment .EDSP 5361
Superintendent	2020	Vornberg, J. A., Hickey, W. D., Oliveras-Ortiz, Y., Templeton, N. (2020). *Texas public school organization and administration.* (17th ed.). Dubuque, IA: Kendall Hunt Publishing	This updated resource provided students with research on the best practices of the superintendent who shapes the school culture.
School Counseling	2022	• Stone, C. (2017). School Counseling Principles: Ethics and Law (4 th ed.). Alexandria, VA: ASCA • American School Counselor Association [ASCA]. (2019). The ASCA National Model: A framework for school counseling program (4th ed.). American School Counselor Association. Texas Education Agency. (2018). The Texas model for comprehensive school counseling programs (5th ed.). Austin, TX: Texas Counseling Association. https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf Texas Education Code (21.001-21.806). (n.d.). Education Code Chapter 21. Educators. Retrieved from https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm 2014 ACA Code of Ethics https://www.counseling.org/knowledge-center/ethics	COUN 5334 - shifted from Licensed Professional Counseling only Ethics book to adding 1) School Counseling Ethics by Carolyn Stone, added Texas School Counseling Model, TAC, and other ethical codes

		2022 ASCA Ethical Standards for School Counselors https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf	
GradTeach	2022	Jeter, G., Baber, J., Heddy, B., Wilson, S., Williams, L. A., Dean, S., & Gam, G. (2019). Students at the center: Insights and implications in high school English language arts. *Frontiers in Education, 4*(91), 1-11. doi: 10.3389/feduc.2019.00091 Revelle, K. Z. (2019). Teacher perceptions of a project-based approach to social studies and literacy instruction. *Teaching and Teacher Education, 84*, 95-105. https://doi.org/10.1016/j.tate.2019.04.016 Slavin, R. E. (2020). How evidence-based reform will transform research and practice in education. *Educational Psychologist, 55*(1), 21-31. https://doi.org/10.1080/00461520.2019.1611432	Provides updated information on evidence-based practices.
Reading	2020	Primary Phonemic Awareness: 35 Weeks of Daily Explicit and Systematic Phonological & Phonemic Awareness Lessons: Heggerty	Literacy Resources LLC Rationale: To address phonics instruction; To meet the needs of Texas Reading Academies & The Science of Teaching Reading
Reading	2022	Article: Ippolit, Dagen, & Bean (2021). Elementary literacy coaching in 2021: What we know and what we wonder.	Updates to literacy coaching
Reading	2020	Efron, S. E. & Ravid, R. (2020). Action research in education: a practical guide (2nd ed). Guilford. (ILA 4) Chapter: Gay (2018) Culturally Responsive Teaching, Chapter 6 "Cultural congruity in teaching and learning" pp. 202-248	READ 5308—main textbook change
Principal	2019	* Stevenson, I. (2019). An improvement plan is not enough—you need a strategy. Phi Delta Kappan, 100(6), 60-64. https://kappanonline.org/school-improvement-plan-not-enough-you-need-strategy-stevenson/	Campus Improvement research
Principal	2019	* Transformational Leadership Framework Excerpted from Breakthrough Principals, © 2016 New Leaders, Inc. by Jean Desravines, Jaime Aquino, Benjamin Fenton. Published by Jossey-Bass, a Wiley brand. The complete book is available for purchase at bit.ly/Breakthrough Principals. excerpted from Breakthrough Principals, © 2016 New Leaders, Inc.	Note: The Transformational Leadership Framework, (which correlates with the course text, Breakthrough Principals), is utilized to assist the students with the comprehensive analysis of their respective campuses. This resource, along with the course text, and state assessment data, guide students in the completion of

			a Campus Equity Audit.

22. If there is any additional information to share regarding EPP curriculum, provide it below (examples: awards, unique qualities, etc.) [Limit 600 words].

The curriculum for all certification programs is carefully and critically reviewed each year. Faculty monitor the SLOs for each certification area in the yearly assessment summit. Curricular adjustments and supports and resources are made based on the data and discussions of the faculty. Additionally, we screen scientifically based research to inform our own practices. The representative information presented in Question 21 is a sample of the research-based findings used to inform our curriculum.

The EPP has instituted a "Lunch and Learn" series for undergraduate TExES preparation. Once per month, a faculty member will host a review session and the School of Education provides lunch for the students. Students enjoy this series and feel the small group allows them to ask questions and get individual assistance.

Further, all Phase 2 students in the EPP undergraduate program receive training in Trauma Informed Care provided by a certified Trauma Informed Care Educator. The EPP is incredibly lucky to have this partnership with the Children's Advocacy Center of Smith County. This training on trauma provides preservice educators with training on how trauma can affect a child's behavior and then how to reach those students effectively.

To ensure a quality program, we also participate in external reviews required by THECB and the UT System. These occur on a 5-year rotation. This external review requires each program to complete a self-study. These external reviews examine issues related to student success, curriculum, scholarly productivity of the faculty, and resources available to faculty and staff.

In preparation for our past audit in 2018, the EPP realized that we were interpreting TAC incorrectly in requiring all initial certification programs to complete required modules related to dyslexia, mental health, substance abuse, youth suicide, ethics, and the framework for teacher and principal evaluations. These components were added to all certification programs after that review.

Lastly, all our certification programs have been recognized by different entities. When the legislature was debating the EC-3 certification, our program was mentioned as an exemplar for the way we infuse special education and ESL into our program. The Educational Leadership program is a member of the prestigious University Council for Educational Administration (UCEA). Our M. Ed. In Special Education with Educational Diagnostician Certification program is noted for its use of video modeling in instructing students in administering IQ and achievement

testing. Additionally, our Master of Education in Literacy and Master of Educational Leadership have been ranked #28 and #22 respectively by Bestcolleges.com.

 "I have reviewed the evidence provided for 19 TAC §228.30 and §228.35 in this status report and verify all the information contained in Component III is true and accurate."

Sarah Sass   3/13/2023

| **Signature of Legal Authority** | **Date** |

COMPONENT IV – PROGRAM DELIVERY & ONGOING SUPPORT
[19 TAC §228.35]

23. The expectation is that the EPP meets requirements in TAC for program delivery and ongoing candidate support. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 26. See Certification Class column as a guide to provide correct program information in each row. Complete the appropriate table for the certificate class(es) that the program is approved to offer. Spaces will expand, if needed.

TAC Requirements	Certification Class: All (Teacher & Non-Teacher)	EPP Implementation	
Verification of Field Supervisor Qualifications [19 TAC §228.2(18)]	Teacher AND Non-teacher	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Field Supervisor Assignment & Training [19 TAC §228.35(g) & §228.35(h) & §228.2(18)]	Teacher AND Non-teacher	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets

TAC Requirements	Certification Class: **Teacher**	EPP Implementation	
300 Clock-Hours of Coursework [19 TAC §228.35(b)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
30 Hours of FBE & Related Requirements [19 TAC §228.35(b)(1) & §228.35(e)(1)]	Teacher	EC-6	Exceeds
		Secondary & All-Level	Exceeds
		UTeach	Exceeds

		Post-Bac/GradTeach	Exceeds
Clinical Teaching for 14 weeks [19 TAC §228.35(e)(2)(A)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Verification of Cooperating Teacher Qualifications [19 TAC §228.2(14)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Cooperating Teacher Assignment & Training [19 TAC §228.2(14) & §228.35(f)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/ACP	Meets
Internship (1 full school year) [19 TAC §228.35(e)(2)(B)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Verification of Mentor Teacher Qualifications [19 TAC §228.2(26)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Mentor Assignment & Training [19 TAC §228.2(26) & §228.35(f)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Duration of Observations [19 TAC §228.35(g)(1)]	Teacher	EC-6	Meets

		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Observations (per schedules in TAC) [19 TAC §228.35(g)(2)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Observation Conferences with Candidate(s) [19 TAC §228.35(g)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets
Informal Support & Supervision [19 TAC §228.35(g)]	Teacher	EC-6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/GradTeach	Meets

TAC Requirements	Certification Class: **Non-Teacher**	EPP Implementation	
200 Clock-Hours of Coursework [19 TAC §228.35(c)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Practicum – 160 clock hours [19 TAC §228.35(e)(8)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Verification of Site Supervisor Qualifications	Non-Teacher	Educational Diagnostician	Meets

[19 TAC §228.2(33)]		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Site Supervisor Assignment & Training [19 TAC §228.2(33) & §228.35(f)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Internship (1 full school year) [19 TAC §228.35(e)(8)(C)]	Non-teacher	Educational Diagnostician	NA
		Principal	NA
		Reading Specialist	NA
		School Counselor	NA
		Superintendent	NA
Duration of Observations [19 TAC §228.35(h)(1)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Observations (per schedules in TAC) [19 TAC §228.35(h)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Observation Conferences with Candidate(s) [19 TAC §228.35(h)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Informal Support & Supervision [19 TAC §228.35(h)]	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets

24. What is the ratio of clinical teaching, intern, and practicum candidates to field supervisors for the current reporting year (2021-2022)?

Candidate	Certificate Class	Ratio	
Clinical Teachers	Teacher	1:6	
Interns	Teacher	1:2	
Interns	Non-teacher	1:8	
Practicum	Non-teacher	Educational Diag	1:8
		Principal	1:19
		School Counselor	1:9
		Superintendent	1:8
		Reading	1:6

25. Fill in the chart below with relevant information about each candidate who is completing clinical teaching, an internship, or a practicum outside of the state of Texas during the current reporting year (2021-2022). If no candidates have been placed in out-of-state assignments, then write "NA" (Not Applicable) in the chart. [19 TAC §228.35(e)(9)] Add rows as needed to expand table.

Candidate TEA ID	Clinical Teacher, Internship, or Practicum	State or Country	TEA Approval Date
NA`			

26. If there is any additional information to share regarding program design and delivery, provide it below (examples: exceeding requirements in TAC, awards, unique requirements, EPP/candidate successes, unique partnerships with districts, etc.) [Limit to 600 words].

As part of our efforts to ensure students are provided with a balance of theory and application, all programs involve students in significant field experiences. In the undergraduate teacher preparation program, we use a mediated induction approach with students. EPP faculty believe it is important to expose students to a variety of educational settings and work with a diverse student population. As students enter the program, they engage in field observations at the elementary, middle, and high school levels. Students have the required 30 hours as part of their introduction to the teacher certification program. As students progress through the program, they engage in more hours of field. Most of our students participate in field hours in Title I schools where they engage with students at various grade levels, socioeconomic backgrounds, and students with cultural and linguistic diversity. Students in Phase 2 of the program engage in 49.5 hours of field and students in Phase 3 engage in 93.5 hours of field. As students progress in the phases, they move from working with an individual student to

small group instruction and move to teaching whole class lessons. Students work with a supervisor who provides feedback on their lesson plans via a preconference and follow up with a post-conference following the lesson. These are conducted via email, phone or in person. Mentor teachers, site supervisors, and field supervisors receive training to work with our candidates.

Faculty within the EPP work to ensure high quality instruction for our students. Faculty participate in peer observations so we can continue to improve our teaching and learn new and innovative methods from colleagues. Our online programs are approved by the Texas Higher Education Coordinating Board (THECB) and we are part of the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Several EPP faculty have received TEA training to be trainers in the areas of T-TESS, T-PESS, and AEL training. This allows us to provide training to our university-based and field supervisors. Faculty work diligently to ensure that our programs are delivered in an efficient, effective, and with the upmost quality.

"I have reviewed the evidence provided for 19 TAC §228.35 in this status report and verify all the information contained in Component IV is true and accurate."

Sarah Sass   3/13/2023
Signature of Legal Authority   **Date**

COMPONENT V – ASSESSMENT & EVALUATION OF CANDIDATES & EPP
[19 TAC §228.40]

27. The expectation is that the EPP meets requirements in TAC for assessment and evaluation of candidates and programs. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 28. Consider all certification classes and certification routes in responses. Spaces will expand, if needed.

TAC Requirements	EPP Implementation		
Benchmarks of candidate progress [19 TAC §228.40(a)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist	Meets	
	School Counselor	Meets	
	Superintendent	Meets	
Determination of candidate readiness to test [19 TAC §228.40(b) & §228.40(d)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist	Meets	
	School Counselor	Meets	
	Superintendent	Meets	
Candidate written request to change certificate area [19 TAC §228.40(c)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist	Meets	
	School Counselor	Meets	
	Superintendent	Meets	
Evaluation & update of EPP components [19 TAC §228.40(e)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist	Meets	
	School Counselor	Meets	
	Superintendent	Meets	
Internal/External Assessments used for EPP Improvement [19 TAC §228.40(e)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	

	Reading Specialist	Meets	
	School Counselor	Meets	
	Superintendent	Meets	
Retention of candidate and EPP records [19 TAC §228.40(f)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist	Meets	
	School Counselor	Meets	
	Superintendent	Meets	

28. If there is additional information to share regarding assessment and evaluation of candidates and EPP, provide it below (examples: exceeding requirements in TAC, awards, great surveys developed, EPP/candidate successes, unique partnerships with districts, effective test prep developed, etc.) [Limit 600 words].

Our teacher certification programs partner with our local school districts, most of which are placed at Title I campuses. We value our students working in schools with a diverse population and want them to have the opportunity to work with students who are English learners and students requiring differentiated instruction. Our program was recognized in the past as a model for infusing special education and ESL into our EC-6 program so all prospective EC-6 students are prepared to meet the needs of students with many learning needs.

We ensure our EPP candidate success through effective certification exam preparation. We currently use Certify Teacher as a method for test preparation. Students are required to complete a minimum of six hours of test preparation prior to receiving test approval. Students are not allowed to test until an acceptable level of proficiency has been met. We also have a "Lunch and Learn" series for students to work with a faculty member on a variety of test strategies.

Our teacher certification program uses dispositions, which are principles or standards to reinforce teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. Each semester student dispositions are evaluated by course instructors and field supervisors with mentor teachers.

All programs participate in an annual assessment summit where each program's student learning outcomes are reviewed, and we assess student progress against a predetermined criterion. After those learning outcomes are reviewed, curricular adaptations may be made to increase the criterion. This allows our program to continue to strive to enhance our program.

Further, we also participate in an external review every five years as required by the Texas Higher Education Coordinating Board. This allows us to gain the perspective of experts outside of the state of Texas as it relates to program quality.

Lastly, we have a successful passing rate on our certification exams. Our students have a 95% pass rate on content exams and a 96% pass rate on the PPR.

"I have reviewed the evidence provided for 19 TAC §228.40 in this status report and verify all the information contained in Component V is true and accurate."

Sarah Sass   3/13/2023
_____   _____
Signature of Legal Authority   **Date**

COMPONENT VI – PROFESSIONAL CONDUCT
[19 TAC §228.50]

29. The expectation is that the EPP meets requirements in TAC for ensuring candidates and those preparing candidates understand and adhere to the Educators' Code of Ethics. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 33. Consider all certification classes and certification routes in responses. Spaces will expand if needed.

TAC Requirement	EPP Implementation
Candidates [19 TAC §228.50]	Meets
Faculty / Staff [19 TAC §228.50]	Meets

30. Each EPP **candidate** signs a document stating she/he understands and agrees to adhere to the Educators' Code of Ethics. (Yes or No)

Yes

31. Each EPP **staff member** signs a document stating she/he understands and agrees to adhere to the Educators' Code of Ethics. (Yes or No)

Yes

32. If the EPP has a dismissal policy for candidates and/or staff who violate the Educators' Code of Ethics, describe below. If not, record "NA" (Not Applicable) in the space below. (Providing an answer to this question is optional but strongly encouraged.) The space will expand as needed.

All programs follow The University of Texas at Tyler policies and guidelines for dismissal from a degree or certification. There are due process policies in place for students to appeal the status of a dismissal. Dismissal policies are in the candidate handbook.

33. If there is additional information to share regarding EPP implementation of the professional conduct requirements, provide it below (examples: exceeding requirements in TAC, EPP/candidate successes, unique implementation, etc.) [Limit 600 words].

Following our 2018 audit, we corrected the issue of not having all programs sign that they know and will follow the Texas Educator's Code of Ethics. Our undergraduate program has documented professional conduct requirements and academic expectations for students which are highlighted in student handbooks and are listed on our website: https://www.uttyler.edu/education/undergraduate/dispositions/

"I have reviewed the evidence provided for 19 TAC §228.50 in this status report and verify all the information contained in Component VI is true and accurate."

Sarah Sass   3/13/2023

Signature of Legal Authority   **Date**

COMPONENT VII – COMPLAINTS PROCESS
[19 TAC §228.70]

34. The expectation is that the EPP meets requirements in TAC for implementation of a complaints process. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 35. Consider all certification classes and certification routes in responses. Spaces will expand if needed.

TAC Requirement	EPP Implementation	(Include website link as applicable)
On File With TEA [19 TAC §228.70(b)(1)	Meets	
Posted on Website(s) [19 TAC §228.70(b)(2)]	Meets	https://www.uttyler.edu/education/resources.php This policy is also posted on every certification program website.
Location at Physical Site(s) [19 TAC §228.70(b)(3)]	Meets-bulletin boards in School of Education hallway	
Written Document(s) [19 TAC §228.70(b)(4)]	Meets-posted in all handbooks	

35. If there is additional information to share regarding the EPP complaints procedures, provide it below (examples: exceeding requirements in TAC, EPP/candidate successes, unique implementation, etc.) [Limit 600 words].

The College of Education and Psychology is committed to transparency in all policies. Because of this commitment, we have posted the complaints procedures on all program websites, in handbooks, and on our hallway bulletin boards. Additionally, this information is also shared during orientation sessions.

"I have reviewed the evidence provided for 19 TAC §228.70 in this status report and verify all the information contained in Component VII is true and accurate."

Sarah Sass   3/13/2023
Signature of Legal Authority   **Date**

COMPONENT VIII – CERTIFICATION PROCEDURES
[19 TAC §228] **&** [19 TAC §230]

36. The expectation is that the EPP meets requirements in TAC regarding issuance of certificates. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 37. Consider all certification classes and certification routes in responses. Spaces will expand if needed.

TAC Requirement	Certification Class	EPP Implementation
Requirements for an intern certificate [19 TAC §228.35(b), §228.35(e)(2)(B), & §230.36]	Teacher	Meets
Requirements for a probationary certificate [19 TAC §228.35(b), §228.35(e)(2)(B), & §230.37]	Teacher	Meets
Requirements for an intern certificate [19 TAC §228.35(e)(8)(D) & §230.36]	Non-teacher	Meets
Requirements for a probationary certificate [19 TAC §228.35(e)(8)(D) & §230.37]	Non-teacher	Meets
Requirements for a standard certificate [19 TAC §230.13(a)]	Teacher and Non-Teacher	Meets

37. If there is additional information to share regarding the EPP issuance of probationary and/or intern certificates, provide it below (examples: exceeding requirements in TAC, EPP/candidate successes, unique implementation, etc.) [Limit 600 words].

The EPP has procedures to engage with partnering school districts for probationary status. Each program has different requirements for interns or probationary status followed by the Office of Educator Certification and Accountability. The GradTeach coordinator and certification office work closely with partnering school districts to ensure candidate success and to issue a standard certification as soon as

possible. Our GradTeach handbook provides clear communication regarding roles, responsibilities, and expectations of the candidate, UT Tyler, and the school district.

"I have reviewed the evidence provided for 19 TAC §228 & §230 in this status report and verify all the information contained in Component VIII is true and accurate."

Sarah Sass   3/13/2023
      Signature of Legal Authority   **Date**

COMPONENT IX – INTEGRITY OF DATA REPORTED
[19 TAC §229.4]

38. The expectation is that the EPP meets requirements in TAC for submission of information and data. Documentation of data and information submitted is on file at TEA. Information about how the EPP met standards for the performance indicators is also on record. In the space below, provide information about the issues and concerns the EPP has with data reporting (such as difficulties uploading to test approval, identifying formal admission dates, reporting observations, communication within and between EPP programs, etc.) If the EPP experiences no issues with data reporting, write "NA" (Not Applicable) in space below.

Difficulties:

1. When a person has not been enrolled in 3 years, the university dismisses the student and removes them from ECOS. It is hard to keep up with this since we are not always aware the student has been dismissed.
2. When we remove a student from ECOS and the student then returns to the program following the removal, it is unclear how to handle the student. We have been told the student cannot have more than one admit date per candidate per program; so, does that mean the original admit date is the one that should be used?

Improvements:

1. Observation uploads have improved.

39. If there is additional information to share regarding the EPP integrity of data reported, provide it below (examples: EPP successes, unique implementation, revision of the program's data reporting process, etc.) [Limit 600 words].

    UT Tyler has benefited from maintaining a clear accreditation rating. In part, this is due to the same person entering our data on state and federal reports for several years. We continue to streamline internal processes to ensure accurate data reporting.

"I have reviewed the evidence provided for 19 TAC §229.4 in this status report and verify all the information contained in Component IX is true and accurate."

Sarah Sass   3/13/2023
_____   _____
Signature of Legal Authority   **Dat**

COMPONENT X – CANDIDATE TRAINING & SUPPORT ON INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES
19 TAC §228.10(a)

1. The expectation is that the EPP meets requirements in TAC regarding instructional planning techniques. If TAC requirements are met or exceeded, record "Meets" or "Exceeds" in the EPP Implementation column. If the EPP exceeds the minimum requirements or implements the TAC rule in a unique way, include this information in the response to question 42. Consider all certification classes and certification routes in responses. Spaces will expand if needed.

Requirement	Certification Class	EPP Implementation	
To be eligible for approval or renewal of approval, an educator preparation program must: (1) incorporate proactive instructional planning techniques throughout coursework and across content areas using a framework that: [TEC §21.0443(b)(1)]	All (Teacher & Non-teacher)	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets

(A) provides flexibility in the ways:
    (i) information is presented;
    (ii) students respond or demonstrate knowledge and skills; and
    (iii) students are engaged;
[TEC §21.0443(b)(1)(A)]
	All
	(Teacher & Non-teacher)
		Teacher	Meets

		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
(B) reduces barriers in instruction; [TEC §21.0443(b)(1)(B)]	All (Teacher & Non-teacher)	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
(C) provides appropriate accommodations, supports, and challenges [TEC §21.0443(b)(1)(C)]	All (Teacher & Non-teacher)	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets

Requirement	Certification Class	EPP Implementation	
(D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency [TEC §21.0443(b)(1)(D)]	All (Teacher & Non-teacher)	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
(2) integrate inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework, clinical experience, and student teaching; … [TEC §21.0443(b)(2)]	All (Teacher & Non-teacher)	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
(9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1). [19 TAC §228.30(c)(9)]	All (Teacher & Non-teacher)	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist	Meets
		School Counselor	Meets
		Superintendent	Meets
Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment … [19 TAC §228.35(e)(2)(A)(iii)]	Teacher	Meets	
An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment… [19 TAC §228.35(e)(2)(B)(ix)]	Teacher	Meets	
For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought. [19 TAC §228.35(e)(8)]	Non-teacher	Meets	

2. If there is additional information to share or questions about the training requirement to include proactive instructional planning techniques in coursework and in clinical experiences, provide it below (examples: exceeding requirements in TAC, EPP/candidate successes, implementation, etc.) [Limit 600 words].

The University of Texas at Tyler EPP works diligently to ensure that proactive instructional planning techniques are embedded in coursework and clinical experiences. Students in our undergraduate teacher preparation program exceed the number of required field hours. We feel that students need to be in the classroom to best implement instructional planning techniques and to meet the needs of diverse learners. In Phase 2 of our program, students complete 49.5 hours of field work. In Phase 3 of our program, students complete 93 hours of field work. Students have remarked that they feel well prepared when leaving our program. This is supported by principal ratings of UT Tyler first year teachers. While we are proud of our rates (see chart below), we strive to reach higher levels. We do this by continually revising and updating our program based on scientifically based research and through continued conversations with our stakeholders

Year	Total # of 1st Year Teachers Evaluated by Principals	Met Standard	Did Not Met Standard	Rate Meeting Standard in %
2021-2022	48	39	9	81.2
2020-2021	57	49	8	85.9
2019-2020	22	19	3	86.3
2018-2019	74	59	15	79.7
2017-2018	61	46	15	75.4

"I have reviewed the evidence provided for Candidate training & Support on Inclusive Practices for Students with Disabilities in this status report and verify all the information contained in Component X is true and accurate."

Sarah Sass   3/13/2023
_____   _____
Signature of Legal Authority   **Date**

APPENDICES

Please submit the following, if applicable, with your completed Status Report:

Appendix A   **Candidate Handbook(s)**

Appendix B   **Field Supervisor Handbook(s)**

Appendix C   **Cooperating Teacher / Mentor / Site Supervisor Handbook(s)**

Appendix D   **Calendar of Program Activities per** [19 TAC §228.20(g)](#)

Appendix E   **Summary of Accreditations Received from Any Other Accrediting Entity(s)**

Appendix F   **Any Other Documents EPP Wants TEA to See (as relates to EPP quality)**

Appendix G   **Copy of Completed Memoranda of Understanding (If applicable) - Optional**

Appendix H   **Early Childhood Performance Assessment (If applicable)**

Appendix I   **Science of Teaching Reading Performance Assessment (If applicable)**

Appendix J   **Science of Teaching Reading Alignment Chart(s) (If applicable)**

Appendix K   **Scope and Sequence (for EPPs with Stage 1 or 2 risk).**

Appendix L   **Curriculum Alignment Chart(s) for Lowest Performing/Highest Enrollment Certificate Area (Request charts from Education Specialist assigned)**