Educator Preparation Program Status Report
2017 – 2018

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.

EPP Name	County/District Number
The University of Texas at Tyler	212503
Mailing Address	**Legal Authority Name**
3900 University Blvd., BEP 223 Tyler, TX 75799	Dr. Ross Sherman
Primary Contact Name	**Primary Contact Phone Number**
Dr. Colleen Swain	903.565.5898
Primary Contact Email	**Dates of Review**
cswain@uttyler.edu	July 23, 2018

SIGNATURE PAGE

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

(signature)	**7/5/18**
Signature of Legal Authority	Date
Ross Sherman	**7/5/18**
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 or I)	PB (A or I)	ACP (A or I)
Art (EC-12)	A	A	A
Bilingual Education Supplemental	A	I	I
Chemistry	A	A	A
Computer Science (8-12)	I	I	I
Core Subjects	A	A	A
Driver Education	I	I	I
Educational Diagnostician		A	A
English Language Arts and Reading (4-8)	I	A	A
English Language Arts and Reading (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		A	A
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)	I	I	I
Principal		A	A
Reading Specialist		A	A
Reserve Officer Training Corps	I	I	I
School Counselor		A	A
Science (4-8)	A	A	A
Social Studies (4-8)	I	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. If the EPP was notified that an ASEP action plan was needed based on 2015-2016 data, indicate the status of the action plan by placing an "x" next to the appropriate answer. [19 TAC §229.4(h)]

	Submitted / Date All Items Completed: _____
	Submitted / % Items Remaining to Complete: _____
	Not submitted
x	Not Applicable

3. What is the total enrollment in the EPP, including all certification categories and classes in all routes, for the 2017-2018 year (as of March 6, 2018)?

728

4. How many candidates are serving in clinical teaching, internship, or practicum assignments during the 2017-2018 reporting year (as of March 6, 2018)?

Type of Candidates	Teacher Class (# Candidates)	Non-Teacher Class (# Candidates)
Clinical Teachers (U, PB, ACP)	113	N/A
Interns (PB and ACP)	4	5
Practicum (PB and ACP)	N/A	280

How many candidates are expected to be identified as finishers by the end of this reporting year (2017-2018)? Please indicate by class.

Class	Expected Number of Finishers
Teacher Class	113
Non-Teacher Class	199

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		

COMPONENT I – GOVERNANCE
[19 TAC §228.20]

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 8. Consider all certification classes and certification routes in responses. Spaces will expand, if needed.

TAC Requirements	EPP Implementation	
Support and resources for EPP [19 TAC §228.20(c)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets
Advisory committee membership [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets
Advisory committee member training [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist/Master Reading Teacher	Meets

	School Counselor	Meets
	Superintendent	Meets
Advisory committee meetings-activity [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets
Advisory committee meetings-frequency [19 TAC §228.20(b)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets

7. If there is any additional information to share regarding the governance of the EPP or the advisory committee(s) for the EPP, provide it below (examples: grants, special projects, notable accolades, etc.) [Limit of 600 words].

The College of Education and Psychology has a robust group of stakeholders who serve on our Advisory Committee ranging from educators from all certification roles in the public and charter schools (e.g. principal, school counselor, educational diagnostician, superintendent, curriculum directors, etc.) as well as representatives from local community colleges, region service centers, the Tyler Education Business Council, and the community at large. Because of the rich set of ideas present, we have numerous program faculty pose questions and listen to the insight provided to the respective groups as they examine the data presented at the Advisory Committee meeting. Prior to the 2017-2018 meeting, all advisory committee members were sent the required training materials, explanation of roles and responsibilities, and meeting logistics. During the first part of the Advisory Committee meeting we explained in person the roles and responsibilities as well as providing training on how to obtain materials and provide additional feedback.

The College of Education and Psychology also seeks to gain ongoing feedback from our East Texas collaborators. We have numerous grants (e.g. Texas Regional Mathematics and Science Collaborative grants, E3 Alliance – Rural Math Education, etc.) and three centers within the College of Education and Psychology that indirectly provide input, supports, and resources to our EPPs. One center in particular, The East Texas Center for School-Based Research & Instruction, is governed by East Texas superintendents from the districts that are members of the Center. With the governance structure of the East Texas Center for School-Based Research & Instruction, local superintendents provide us with insight into areas where they need research and professional

development for their students and educators. This also provides us with insight into concepts or pressing educational issues that we need to appropriately cover within our curriculum and field experiences for candidates.

The University of Texas at Tyler is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). In addition, 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).

"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."

(signature)	7/5/18
Signature of Legal Authority	**Date**

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Requires Candidate Records Review

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COMPONENT II – ADMISSION
[19 TAC §227]

8. 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 15. 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/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets
Application [19 TAC §227.10(a)(7)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets

	Reading Specialist/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets
Minimum GPA [19 TAC §227.10(a)(3)]	Teacher	Meets
	Educational Diagnostician	Meets
	Principal	Meets
	Reading Specialist/Master Reading Teacher	Meets
	School Counselor	Exceeds
	Superintendent	Meets
Minimum Semester Credit Hours (Subject Matter Knowledge) [19 TAC §227.10(a)(4)]	Teacher	Meets
	Educational Diagnostician	NA
	Principal	NA
	Reading Specialist/Master Reading Teacher	NA
	School Counselor	NA
	Superintendent	NA
Screening Instrument(s)/Activity(s) [19 TAC §227.10(a)(7)]	Teacher	Meets - interview
	Educational Diagnostician	Meets - interview
	Principal	Meets – reference forms and written statement
	Reading Specialist/Master Reading Teacher	Meets - interview
	School Counselor	Meets – statement of purpose essay and reference forms
	Superintendent	Meets – interview (prior to Spring 2018) or a written diagnostic screening (began Spring 2018) plus either principal certification or midmanagement certification from TEA
Basic skills [19 TAC §227.10(a)(5)]	Teacher	Meets – TSI, Accuplacer, THEA, ACT, or SAT
	Educational Diagnostician	Meets – must have earned bachelor's

		degree and be certified educator	
	Principal	Meets - must have earned bachelor's degree and be certified educator	
	Reading Specialist/Master Reading Teacher	Meets - must have earned bachelor's degree and be certified educator	
	School Counselor	Meets - must have earned bachelor's degree and be certified educator	
	Superintendent	Meets - must have earned bachelor's and master's degree and be certified educator	
English Language Proficiency [19 TAC §227.10(a)(6)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist/Master Reading Teacher	Meets	
	School Counselor	Meets	
	Superintendent	Meets	
Out-of-Country Credential Review [19 TAC §227.10(e)]	Teacher	Meets	
	Educational Diagnostician	Meets	
	Principal	Meets	
	Reading Specialist/Master Reading Teacher	Meets	
	School Counselor	Meets	
	Superintendent	Meets	

9. 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.]

Teacher – NA
Educational Diagnostician – NA
Reading Specialist/Master Reading Teacher – NA

School Counselor – NA
Superintendent – NA

Previously, the Master of Education in Educational Administration with Principal Certification and the Principal Certification only program admitted candidates with a GPA of below 2.5. When considering applicants with a lower GPA, they requested additional evidence (specific scores on GRE) of candidates to determine intellectual potential as well as appropriateness for the principal position. Elements that were considered were the current certifications the candidate has as well as the potential shown from GRE scores. As the Principal program has a history of very strong connections to the local school districts, faculty and the local school administration would contact each other to gain additional insight into the appropriateness of the applicant for the principal position. The Principal program no longer considers applicants with a GPA below 2.5 for admission.

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

TAC Requirements	Information to All Applicants Where / How	
Admission & Completion Requirements of EPP	Teacher	A & C: Website, undergraduate catalog C: Advising documents, handbook, semester (phase/block) orientations
	Educational Diagnostician	A & C: Website, graduate catalog, flyer C: Handbook
	Principal	A & C: Website, graduate catalog, flyer C: Handbook
	Reading Specialist/Master Reading Teacher	A & C: Website, graduate catalog, flyer, video C: Handbook
	School Counselor	A & C: Website, graduate catalog, flyer C: Handbook
	Superintendent	A & C: Website, graduate catalog
The effect of supply and demand forces on the educator workforce in this state	Teacher	Admission Orientations; Patriot Preview Presentations, College EPP website
	Educational Diagnostician	College EPP website

TAC Requirements	Information to All Applicants	
	Where / How	
	Principal	College EPP website and Principal program website
	Reading Specialist/Master Reading Teacher	College EPP and Reading program website
	School Counselor	College EPP and School Counseling website
	Superintendent	College EPP and Superintendent program website
The performance over time of the EPP	Teacher	Patriot Preview Orientations; Admission Orientations; College EPP website
	Educational Diagnostician	EPP website
	Principal	EPP website
	Reading Specialist/Master Reading Teacher	EPP website
	School Counselor	EPP website
	Superintendent	EPP website
Candidates must undergo a criminal history background check prior to employment as an educator	Teacher	Admission Orientations; Semester (phase/block) orientations; College EPP and Initial Teacher Certification Program Website; Admission Application
	Educational Diagnostician	College EPP and Educational Diagnostician websites; Handbook; Admission Application
	Principal	College EPP and Principal websites; Admission Application
	Reading Specialist/Master Reading Teacher	College EPP and Reading websites; Admission Application
	School Counselor	College EPP and School Counseling websites; Admission Application

TAC Requirements	Information to All Applicants Where / How	
	Superintendent	College EPP and Superintendent websites; Admission Application
Candidates must undergo a criminal history background check prior to clinical teaching	Teacher	Admissions Orientation, Semester (phase/block) orientations;
	Educational Diagnostician	NA
	Principal	NA
	Reading Specialist/Master Reading Teacher	NA
	School Counselor	NA
	Superintendent	NA

11. In the space below, 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: http://www.uttyler.edu/educpsych/educator_prep_certification.php
Undergraduate Initial Teacher Certification:
http://www.uttyler.edu/education/undergraduate/admission.php
Post-Bac Initial Teacher Certification: http://www.uttyler.edu/education/graduate/curriculum-instruction-online-gradteach.php
Reading: http://www.uttyler.edu/education/graduate/masters-reading.php
Educational Diagnostician: http://www.uttyler.edu/education/graduate/special-education.php
School Counseling: http://www.uttyler.edu/psychology/graduate/ma-school-counseling-psychology.php
Principal: http://www.uttyler.edu/elps/degrees/med-principal-certification-online.php
Superintendent: http://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 2016-2017 and 2017-2018 reporting year. Add rows as needed to expand table.

Candidate Name (F. Last)	TEA ID Number	Class of Certificate Admitted Under
R. Davletshin	1729532	Principal
M. Shafiq-Ur-Rahman	1940358	Principal
O. Urrutia	1565488	Principal
M. Vanegas	1130117	Principal

13. What is the average GPA of the incoming class for the 2017-2018 year? Include admitted candidates in all classes and routes.

3.61

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

At the time this status report is written, all certification programs are currently in compliance with the requirements related to admission to an educator preparation program. As UT Tyler faculty and staff have attended various state (e.g. CSOTTE) and UT System meetings (e.g. TEA Tune Ups) and discovered we were not in full compliance in our graduate programs, we addressed the issue so that the next group of candidates admitted were meeting all admission requirements. In order to ensure that we stay in complete compliance with Texas Education Code (TEC) and Texas Administrative Code (TAC), we have multiple individuals receiving all TEA listservs, and attending meetings so we can ensure we are operating in accordance with all state legislation and governance board regulations.

For admissions, we also follow The University of Texas at Tyler's undergraduate and graduate admissions requirements. All applicants without U.S. high school or higher education credentials, must go through the English language proficiency screening and take the TOEFL. By UT Tyler policy, naturalized citizens are exempt from taking the TOEFL because the naturalized citizenships test has a verbal component.

For our students entering our initial teacher preparation programs, we allow multiple pathways for students to provide evidence of the mastery of basic skills. Students may submit scores from the THEA/TASP, SAT, ACT, Accuplacer, or TSI scores.

In terms of exceeding admission GPA requirements, the School Counseling program has an admission standard which exceeds the minimum GPA of 2.5. Applicants for the School Counseling program must submit proof of a 2.75 overall GPA or a minimum of 2.75 in the last 60 hours as well as three references.

All program areas screen applicants to determine their appropriateness for the certification being sought. Depending on the program area, these screening instruments include interviews, letters of recommendations, and statement of purpose essays. The faculty within the programs work to ensure that applicants have the appropriate dispositions for the certifications sought.

Finally, we want to note that in a time where the number of educators being prepared has declined nationally, the faculty and staff in The University of Texas at Tyler's College of Education and Psychology have worked diligently to increase the number of students entering

the teaching profession and by providing methods of delivery with rigorous and high-quality learning experiences for candidates in our non-teacher certification programs. We have worked with school districts to implement "Grow Your Own" programs prior to TEA's grant program. In addition, we host a variety of activities (e.g. School of Education Showcase Days, Future Teacher Academy, recruitment in schools, Weekly 5, etc.) to create interest in the teaching profession for East Texas high school students. We still have work to do but our admission numbers are starting to climb. We strive to be part of the solution to address teacher supply issues in East Texas.

"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."

_____   7/5/18
Signature of Legal Authority   Date

COMPONENT III – CURRICULUM
[19 TAC §228.30]

15. The expectation is that the EPP meets requirements in TAC for standards-based curriculum per 19 TAC §228.30(a) and 19 TAC §149. 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	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
Relevant TEKS, including ELPS [19 TAC §228.30(d)(1)]	Teacher	EC – 6	Primary course: EDUC 4322; Other courses: EDUC 3313, 4057, 4301, 4334, 4365, 4369; ELED 4312, 4313, 4314; READ 3330, 4350, 4360, 4366	EC – 6	EPP faculty: Doepker, Gilpin, Kennedy, Lamb, Neel, Odell, Rueter, Sherman, Ward

Required Curriculum Component	Certification Class	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Secondary All-Level	Primary Course: EDUC 4320; Other courses: EDUC 4057; EDFB 4338	Secondary All-Level	EPP faculty: Consalvo, Kraus, Sherman	
		UTeach	EDUT 1170, 2170, 3371, 4170, 4370	UTeach	EPP faculty: Wise, Pedersen	
		Post-Bac/ACP	Module 11.1:	Post-Bac/ACP	EPP faculty: Fender	
Educators' Code of Ethics [19 TAC §228.30(c)(1) (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students	All	Teacher: EC-6	Primary Course: EDUC 4057; Other courses: EDUC 1301, 3356, 3363, 4057, 4334; READ 3330, 4350, 4360, 4366; EPSY 3330; ELED 4312, 4313, 4314	Teacher: EC-6	EPP faculty: Doepker, Gilpin, Han, Kennedy, Lamb, Neel, Odell, Rueter, Sherman, Stevens, Ward; TEA Ethics Videos	
		Teacher: Secondary All-Level	Primary Course: EDUC 4320; Other courses: EDUC 1301, 4057, 4320, 4321, 4335; EDFB 4338; EPSY 3340	Teacher: Secondary All-Level	EPP faculty: Consalvo, Gilpin, Han, Kraus, Sherman, Stevens; TEA Ethics Videos	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP faculty: Wise, Pedersen, TEA Ethics Training videos and workbook	
		Teacher: Post-Bac/ACP	Module 1, Section 4 Diversity Module	Teacher: Post-Bac/ACP	EPP faculty: Fender; TEA Ethics Videos	

Required Curriculum Component	Certification Class	Course(s) Taught In...		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
		Ed. Diag.	EDSP 5350, 5357	Ed. Diag.	EPP faculty: Dykes
		Principal	EDLR 5272, 5313	Principal	EPP faculty: Miller and Jones
		Reading	READ 5309	Reading	EPP faculty: Doepker, TEA Teacher Ethics Training videos and EduHero – TEA Teacher Ethics Training
		School Counselor	COUN 5368	School Counselor	TEA Educators Ethics Training videos
		Supt.	EDLR 5350	Supt.	EPP faculty: Jones and TEA Educators Ethics Training videos
Reading [19 TAC §228.30(d)(2)]	Teacher	EC – 6	EDUC 3312, 4334; READ 3330, 4350, 4360, 4366	EC – 6	EPP faculty: Doepker, Kennedy, Neel, Ward
		Secondary All-Level	EDFB 4338	Secondary All-Level	EPP faculty: Consalvo
		UTeach	EDFB 4338	UTeach	EPP faculty: Consalvo
		Post-Bac/ACP	For all Candidates: Disciplinary Literacy module; For ELAR candidates: Reading Diagnosis module; For 4-8 candidates: READ 5302, 5303, or 5304	Post-Bac/ACP	EPP faculty: Fender

Reading courses EPP faculty: Consalvo, Neel, or Mokhtari |

Required Curriculum Component	Certification Class	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	Teacher: EC-6	Primary course: EDUC 4057; Other courses: EDUC 4365, 4369, 4057	Teacher: EC-6	EPP faculty: Gilpin, Rueter, Sherman; Region X ESC "Dyslexia: Characteristics, Identification, and Effective Strategies" module
		Teacher: Secondary All-Level	EDUC 4057	Teacher: Secondary All-Level	EPP faculty: Sherman and Region X ESC Dyslexia module
		Teacher: UTeach	EDUT 3371, 4170	Teacher: UTeach	Region X ESC Dyslexia module
		Post-Bac/ACP	Diversity Module and EDUC 4057	Post-Bac/ACP	Region X ESC Dyslexia module and EPP faculty: Neel, Sherman
		Ed. Diag.	EDSP 5360	Ed. Diag.	EPP faculty Rueter and Region X ESC Dyslexia module
		Principal	EDLR 5333	Principal	EPP faculty: Miller and Region X ESC Dyslexia module
		Reading	READ 5306, 5307	Reading	EPP faculty and Region X ESC Dyslexia Training and TEA Dyslexia Training - EDUHERO
		School Counselor	COUN 5368	School Counselor	Region X ESC Dyslexia module
		Supt.	EDLR 5350	Supt.	EPP faculty: Jones and Region X Dyslexia module
Mental Health, Substance Abuse, & Youth Suicide	All	Teacher: EC-6	Primary course: EDUC 4057; EDUC	Teacher: EC-6	EPP faculty: Han, Sherman, Zolkoski and

Required Curriculum Component	Certification Class	Course(s) Taught In...		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
[19 TAC §228.30(c)(3)]			4057, 3363; EPSY 3330		EDUHERO online module for Mental health; Substance abuse – face-to-face course with university counselors and Substance Abuse and Mental Health services administration website; Society for the Prevention of Teen Suicide Online Module; Region IV: Texas Behavior Support Initiative module
		Teacher: Secondary All-Level	EDUC 4057, 4335; EPSY 3340	Teacher: Secondary All-Level	EPP faculty: Han, Sherman, Zolkoski and EDUHERO online module for Mental health; Substance abuse – face-to-face course with university counselors and Substance Abuse and Mental Health services administration website; Society for the Prevention of Teen Suicide Online Module; Region IV: Texas Behavior Support Initiative module
		Teacher: UTeach	EDUT 4170	Teacher: UTeach	Region IV ESC (Tx Behavior Support Initiate Module); EduHero from ESC VI

Required Curriculum Component	Certification Class	Course(s) Taught In...		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
				– Mental Health Modules - Suicide Prevention Resources (training.sprc.org); Substance abuse – face-to-face course with university counselors and Substance Abuse and Mental Health services administration website	
		Teacher: Post-Bac/ACP	EDUC 4057	Teachers: Post-Bac/ACP	EPP faculty: Sherman and EDUHERO online module for Mental health; Substance abuse – face-to-face course with university counselors and Substance Abuse and Mental Health services administration website; Society for the Prevention of Teen Suicide Online Module; Region IV: Texas Behavior Support Initiative module
		Ed. Diag.	EDSP 5363	Ed. Diag.	EPP Faculty: Zolkoski and EDUHERO modules for Mental Health; Suicide and Prevention: SOS Plan, Prepare, Prevent Module; Substance Abuse Module:

Required Curriculum Component	Certification Class	Course(s) Taught In...		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
					Introduction to Substance Abuse Prevention from captonline.edc.org
		Principal	EDLR 533	Principal	EPP Faculty: Miller and 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 Initiative (TBSI) from ESC IV; Choose Love Movement, Social Emotional Learning;
		Reading	READ 5309	Reading	EPP faculty: Doepker; TEA Mental Health Training – EDUHERO; TEA Drugs & Alcohol Prevention – EDUHERO; TEA Suicide Awareness & Prevention Training: EDUHERO; and SMH Screening for Mental Health
		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

Required Curriculum Component	Certification Class	Course(s) Taught In...			Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
						Screening for Mental Health
		Supt.	EDLR 5350		Supt.	EPP faculty: Jones Drugs & Alcohol Prevention – EDUHERO; TEA Suicide Awareness & Prevention Training; EDUHERO; and SMH Screening for Mental Health
The skills that educators are required to possess [19 TAC §228.30(c)(4)]	All	Teacher: EC-6	Primary course: EDUC 4322; Other courses: EDUC 3363, 3356, 4057, 4301, 4334; ELED 4313, 4312, 4314; READ 3330, 4350, 4360, 4366		Teacher: EC-6	EPP faculty: Doepker, Gilpin, Kennedy, Lamb, Odell, Neel, Sherman, Zolkoski
		Teacher: Secondary All-Level	Primary course: EDUC 4320; Other courses: EDUC 4320; EDSP 3351; EDFB 4338		Teacher: Secondary All-Level	EPP faculty: Consalvo, Kraus, Sherman, Zolkoski
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370		Teacher: UTeach	EPP faculty: Wise and Pedersen
		Post-Bac/ACP	Primary: Modules II, III, IV		Post-Bac/ACP	EPP faculty: Fender, Neel
		Ed. Diag.	EDSP 5364, 5365, 5366, 5371, 5357, 5368		Ed. Diag.	EPP faculty: Dykes, Rueter, Zolkoski
		Principal	EDLR 5320, 5313, 5311, 5349, 5270,		Principal	EPP faculty: Oliveras-Ortiz,

Required Curriculum Component	Certification Class	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
			5320, 5333, 5271, 5330, 5337, 5272		Jones, Vaughn, Hickey, Miller
		Reading	READ 5309	Reading	EPP Faculty: Doepker
		School Counselor	COUN 5368	School Counselor	EPP faculty: Witt
		Supt.	EDLR 5360	Supt.	EPP faculty: Jones
The responsibilities that educators are required to accept [19 TAC §228.30(c)(4)]	All	Teacher: EC-6	Primary course: EDUC 4322; Other Courses: EDUC 4057, 4334, 3363, 3356; ELED 4312, 4314; READ 3330, 4350, 4360, 4366;	Teacher: EC-6	EPP faculty: Doepker, Gilpin, Kennedy, Odell, Neel, Sherman, Zolkoski
		Teacher: Secondary All-Level	EDUC 4057, 4320; EDSP 3351; EDFB 4338	Teacher: Secondary All-Level	EPP faculty: Consalvo, Kraus, Sherman, Consalvo
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP faculty: Wise and Pedersen
		Post-Bac/ACP	Modules I and IV (assessed) and Modules	Post-Bac/ACP	EPP faculty: Fender, Neel
		Ed. Diag.	EDSP 5364, 5365, 5366, 5371, 5357	Ed. Diag.	EPP faculty: Dykes, Rueter, Ed. Diag. Supervisors
		Principal	EDLR 5320, 5313, 5311, 5349, 5270, 5320, 5333, 5271, 5330, 5337, 5272	Principal	EPP faculty: Oliveras-Ortiz, Jones, Vaughn, Hickey, Miller
		Reading	READ 5309	Reading	EPP faculty: Doepker
		School Counselor	COUN 5368	School Counselor	EPP faculty: Witt

Required Curriculum Component	Certification Class	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Supt.	EDLR 5350	Supt.	EPP faculty: Jones	
The high expectations for students in this state [19 TAC §228.30(c)(4)]	All	Teacher: EC-6	EDUC 4301, 4057, 4334, 3363, 3356, 4369; ELED 4312, 4313, 4314; EPSY 3330; READ 3330, 3312, 4350, 4360, 4366	Teacher: EC-6	EPP faculty: Sherman, Kennedy, Zolkoski, Gilpin, Han, Lamb, Odell, Doepker, Neel	
		Teacher: Secondary All-Level	EDUC 4057, 4320; EPSY 3340; EDFB 4338; EDSP 3351	Teacher: Secondary All-Level	EPP faculty: Consalvo, Han, Kraus, Sherman, Zolkoski	
		Teacher: UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP faculty: Wise and Pedersen	
		Post-Bac/ACP	Modules and EDUC 4057	Post-Bac/ACP	EPP faculty: Fender, Neel, and Sherman IRIS Modules (Vanderbilt)	
		Ed. Diag.	EDSP 5368, 5357	Ed. Diag.	EPP faculty: Zolkoski, Dykes	
		Principal	EDLR 5311, 5349, 5313, 5270, 530, 5310, 5333, 5272	Principal	EPP faculty: Oliveras-Ortiz, Jones, Vaughn, Hickey, Miller	
		Reading	READ 5304	Reading	EPP faculty: Consalvo	
		School Counselor	COUN 5368	School Counselor	EPP faculty: Witt	
		Supt.	EDLR 5360	Supt.	EPP faculty: Jones	
The importance of building strong classroom management skills	All	Teacher: EC-6	Primary Course EDUC 3363, Other courses: EDUC	Teacher: EC-6	EPP faculty: Doepker, Hann, Neel, Sherman, Zolkoski	

Required Curriculum Component	Certification Class	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)	
[19 TAC §228.30(c)(5)]			3356, 4057, 4322; READ 3330, 3312, 4350, 4366; EPSY 3330		
		Teacher: Secondary All-Level	Primary Course; EDUC 4335: Other Courses: EDUC 4057, 4320; EPSY 3340; EDFB 4338	Teacher: Secondary All-Level	EPP faculty: Consalvo, Gilpin, Han, Kraus, Sherman
		Teacher UTeach	EDUT 1170, 2170, 3371, 4170, 4370	Teacher: UTeach	EPP faculty: Wise and Pedersen
		Post-Bac/ACP	Module I, V, and Effective Teaching and Classroom Management Module	Post-Bac/ACP	EPP faculty: Fender and IRIS Modules (Vanderbilt University)
		Ed. Diag.	EDSP 5363	Ed. Diag.	EPP faculty: Zolkoski
		Principal	EDLR 5330, 5311, 5313	Principal	EPP faculty: Miller, Oliveras-Ortiz, Jones
		Reading	READ 5302, 5303, 5304, 5305	Reading	EPP faculty: Consalvo, Doepker, Neel
		School Counselor	COUN 5344	School Counselor	EPP faculty: Witt
		Supt.	EDLR 5360	Supt.	EPP faculty: Jones
The framework in this state for teacher and principal evaluation [19 TAC §228.30(c)(6)]	All	Teacher: EC-6	Primary course: EDUC 4057; Other courses: EDUC 3363, 4322	Teacher: EC-6	EPP faculty: Sherman, Zolkoski, Neel
		Teacher: Secondary All-Level	Primary course: EDUC 4057: Other	Teacher: Secondary All-Level	EPP faculty: Sherman, Kraus

Required Curriculum Component	Certification Class	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
			courses: EDUC 4320			
		Teacher: UTeach	EDUT 2170, 3371, 4170, 4370	Teacher: UTeach	EPP faculty: Wise and Pedersen	
		Post-Bac/ACP	EDUC 4057	Post-Bac/ACP	EPP faculty: Sherman	
		Ed. Diag.	EDSP 5357	Ed. Diag.	EPP faculty: Dykes	
		Principal	EDLR 5270, 5271, 5272	Principal	EPP faculty: Jones, Oliveras-Ortiz, Miller	
		Reading	READ 5306, 5307	Reading	EPP faculty: Mokhtari	
		School Counselor	COUN 5368	School Counselor	EPP faculty: Witt Region X Evaluation Training for T-TESS and T-PESS	
		Supt.	EDLR 5360	Supt.	Epp faculty: Jones	
For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines [19 TAC §228.30(d)(3)]	All	Teacher: EC-6	Primary course: EDUC 4322; Other courses: EDUC 3313, 4369, 3312, READ 3330, 4350, 4366; EPSY 3330	Teacher: EC-6	EPP faculty: Doepker, Han, Gilpin, Neel, Ward	
		Teacher: Secondary All-Level	NA	Teacher: Secondary All-Level	NA	
		Teacher: UTeach	NA	Teacher: UTeach	NA	
		Teacher: Post-Bac/ACP	Effective Teaching & Classroom Management Module	Teacher: Post-Bac/ACP	EPP faculty: Fender	
		Ed Diag.	EDSP 5368	Ed Diag.	EPP faculty: Zolkoski	

Required Curriculum Component	Certification Class	Course(s) Taught In…		Provider (EPP faculty member/instructor, approved provider for specific content, approved mental health provider, etc.)		
		Principal	EDLR 5333, 5349	Principal	EPP faculty: Miller Oliveras-Ortiz	
		Reading	READ 5302	Reading	EPP faculty: Neel	
		School Counselor	COUN 5368	School Counselor	EPP faculty: Witt or West and use of the Children's Learning Institute materials	
		Supt.	EDLR 5360	Supt.	EPP faculty: Jones	

16. 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
Teacher	2016	Redesigned undergraduate educator literacy curriculum using research-based standards from the International Literacy Association and research informed best practices documents to completely redesign the curriculum. Resources used include: Allington, R. (2011); Biancarosa & Snow (2004); Graham & Perin (2006); International Literacy Association (2010);
Teacher	2016	Used various special education research articles as well as research from the Council for Exceptional Children to better prepare students to deal with the most ubiquitous diagnoses (e.g. ADHD, Aspergers, etc.) and taught appropriate instructional strategies and interventions for improved teaching and learning environments.
Educational Diagnostician	2012	Revised the program to align with the Council for Exceptional Children Advanced Diagnostic Standards.
Educational Diagnostician	2015	Used the work of Mather & Wendling to update EDSP 5364. Incorporated updated student learning outcomes to reflect new administration, scoring, interpretation, and reporting requirements.
Educational Diagnostician	2017	Used Schultz & Stephens to revise courses to reflect the Core-Selective Evaluation Process (C-SEP).
Principal	2017	Used Desravines, J., Aquino, J., Fenton, B. (2016) book, *Breakthrough principals: A step-by-step guide* to building

		stronger schools to provide students with practical, action-focused plans for diagnosing school needs and implementing structures, systems and practices that accelerate student achievement. This work has been used to guide students as they evaluate and diagnose their campus in learning and teaching, talent management, school culture, planning, operations, and personal leadership.
Principal	2017	Provided principal candidates with increased resources in action research with a perspective toward school improvement which has enabled students to conduct stronger and more practical action research projects in their schools.
Reading Specialist	2013	Redesigned the program to infuse the International Literacy Association's Standards for the Preparation of Reading Professionals, the State of Texas Standards for Reading Specialists and Master Reading Teachers.
School Counselor	2018	Used Halbur & Halbur (2019) model to help student determine their theoretical orientation.
School Counselor	2017	Used Inglehart & Welzel (2015) cultural map to illustrate relationships between different cultures on survival, self-expression, traditional, and secular-rational values
School Counselor	2017	Used Cholewa, Goodman-Scott, Thomas, & Cook (2016) to help students engage in appropriate counselor/teacher collaboration
School Counselor	2016	Used Wester, Ivers, Villalba, Trepal, & Henson (2016) to examine relationship between non-suicidal self-injury and suicidal ideation
Superintendent	2018	Utilized Riley, D. L., & Meredith, J. (2017). Policy Studies Associates, Inc., Policy Studies Associates, Inc. This briefing is intended to inform state leaders and others in the field about the participating states' efforts to strengthen the recruitment, preparation, support, and supervision of school leaders. It summarizes the state teams' priorities, accomplishments, and perspectives related to school leadership.
Superintendent	2018	Incorporated Vornberg, J. A., & Hickey, W. D. (2018). *Texas public school organization and administration: 2018* (16th ed.). Dubuque, IA: Kendall Hunt Publishing. This resource is based on the research of best practices for Texas public school administrators for the organization of the public-school system. Students learn that the superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community

17. 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 within the College of Education and Psychology are carefully and critically reviewed each year. Faculty and administration carefully monitor the progress of our students in terms of student learning outcomes – SLO's (which correspond to the TEA standards for certification) for each certification area. This monitoring of curriculum occurs in various forms. The College of Education and Psychology holds an annual Assessment Summit where we look at the metrics for each of the student learning outcomes for each certification area and then analyze how our candidates perform according to our criteria. Curricular adjustments and changes to supports and resources are made based upon this assessment summit and discussions.

We also carefully screen and use scientifically-based research reports to inform our curriculum. This includes reading the reports and implementing various recommendations from the U.S. Department of Education, the Texas Education Agency, as well as professional organizations and independent research reports. All of these changes are made to increase student learning outcomes. Our list from item 17 is only a representative sample of how we use research-based findings to inform and alter our curriculum to support increased student learning.

In addition, all of our programs have undergone substantial external reviews required by either the Texas Higher Education Coordinating Board (THECB) or UT System from experts outside of Texas. The external review process involves a self-study, a site review for face-to-face programs and virtual review for online programs. These external reviews specifically examine issues related to the success of students, our curriculum, productivity of the faculty, and resources available to support students and the faculty. These reviews also enabled us to continue to strengthen our curriculum and supports offered to students. We have also leveraged these results to obtain additional resources for various programs from these external reviews.

We have been using the required modules and curriculum related to dyslexia, mental health, substance abuse, youth suicide, and the framework for teacher and principal evaluation in all of our undergraduate programs. However, only recently have we added these curricular components to our non-teacher programs due to our interpretation of the Texas Administrative Code regarding the required curriculum for candidates seeking initial certification to mean students seeking initial teaching credentials. As school districts are also required to present this information to employees, we thought our conclusion was logical. When we learned from TEA that they consider all certification areas as initial certification, we now have all programs including the components of TEAC 228.30(c) 1- 6 as part of their curriculum.

Finally, all of certification programs have been recognized by different groups. For example, our undergraduate EC-6 program uses an infused approached for providing special education and ESL coursework. This has been recognized and mentioned as an exemplar program when the Texas Legislature was debating the need for the new EC-3 certification. In addition, several of our graduate programs have been ranked: The Master of Education in Special Education program was

ranked #28 by BestChoiceSchools.com, the Master of Education in Literacy was ranked #22 by Bestcolleges.com, and the Master of Education in Educational Administration was ranked #29 by Bestcolleges.com. In addition, the Educational Leadership program is a member of the prestigious University Council for Educational Administration (UCEA).

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

	7/5/18
Signature of Legal Authority	**Date**

Requires Candidate Records Review

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

18. 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 23. Consider all certification classes and certification routes in responses. Spaces will expand, if needed.

TAC Requirements	Certification Class	EPP Implementation	
300 / 200 Clock-Hours of Coursework [19 TAC §228.35(b) & §228.35(c)]	Teacher / Non-teacher	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist/Master Reading Teacher	Meets
		School Counselor	Meets
		Superintendent	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/ACP	Meets
Clinical Teaching for 14 weeks beginning 12/27/2016. Prior to 12/27/2016, for 12 weeks. [19 TAC §228.35(e)(2)]	Teacher	EC - 6	Meets
		Secondary & All-Level	Meets
		UTeach	Meets
		Post-Bac/ACP	Meets
Internship (1 full school year)	Teacher	EC - 6	Meets

		Secondary & All-Level	Meets
[19 TAC §228.35(e)(2)]		UTeach	Meets
		Post-Bac/ACP	Meets
Practicum – 160 clock hours [19 TAC §228.35(6)	Non-Teacher	Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist/Master Reading Teacher	Meets
		School Counselor	Meets
		Superintendent	Meets
Cooperating Teacher/Mentor/Site Supervisor Assignment & Training [19 TAC §228.35(f)]	All	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist/Master Reading Teacher	Meets
		School Counselor	Meets
		Superintendent	Meets
Field Supervisor Qualifications, Assignment, & Training [19 TAC §228.35(g) & §228.35(h) & §228.2(16)]	All	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist/Master Reading Teacher	Meets
		School Counselor	Meets
		Superintendent	Meets
Observations (per schedules in TAC) [19 TAC §228.35(g) & §228.35(h)]	All	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist/Master Reading Teacher	Meets
		School Counselor	Meets
		Superintendent	Meets
Duration of Observations [19 TAC §228.35(g) & §228.35(h)]	All	Teacher	Meets
		Educational Diagnostician	Meets
		Principal	Meets
		Reading Specialist/Master Reading Teacher	Meets

			School Counselor	Meets
			Superintendent	Meets
Observation Conferences with Candidate(s) [19 TAC §228.35(g) & §228.35(h)]	All		Teacher	Meets
			Educational Diagnostician	Meets
			Principal	Meets
			Reading Specialist/Master Reading Teacher	Meets
			School Counselor	Meets
			Superintendent	Meets
Informal Support & Supervision [19 TAC §228.35(g) & §228.35(h)]	All		Teacher	Meets
			Educational Diagnostician	Meets
			Principal	Meets
			Reading Specialist/Master Reading Teacher	Meets
			School Counselor	Meets
			Superintendent	Meets

19. What is the ratio of clinical teaching, intern, and practicum candidates to field supervisors for the current reporting year (2017-2018)?

Candidate	Certificate Class	Ratio	
Clinical Teachers	Teacher	1:3	
Interns	Teacher	1:1	
Interns	Non-teacher	--	
Practicum	Non-teacher	Educational Diagnostician	1:8
		Principal	1:6
		Reading Specialist/Master Reading Teacher	1:7
		School Counselor	1:8
		Superintendent	1:7

20. 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 (2017-2018). If no candidates have been placed in out-of-state assignments, then write "NA" (Not Applicable) in the chart. [19 TAC §228.35(e)(7)] Add rows as needed to expand table.

Candidate TEA ID	Clinical Teacher, Internship, or Practicum	State or Country	TEA Approval Date
1753176	Practicum	Arkansas	12/11/17 Vanessa Alba

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

The programs within the College of Education and Psychology have worked to ensure that programs are delivered efficiently, effectively, and with the highest quality levels possible. All faculty within the College participate in peer observations of teaching (online, hybrid, and face-to-face formats) so we can continue to improve our teaching and learn from our colleagues. Our online programs are approved by the Texas Higher Education Coordinating Board (THECB) and UT Tyler is a part of the National Council for State Authorization Reciprocity Agreements (NC -SARA). We also confirmed with TEA (V. Alba) that these credentials met the qualification (email date of 01/22/2018).
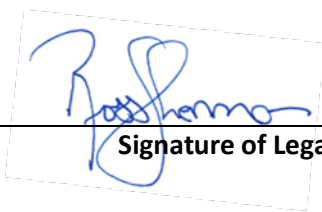
Faculty members within the College of Education and Psychology work to ensure they are well-versed in components of educator preparation that are of importance to our students and the local school districts we serve. We have faculty who have gone through TEA training to be a trainer in the areas of T-TESS, T-PESS, and AEL training. This also allows us to provide these training opportunities for our university-based and site supervisors,

Effective Fall 2018, all of our certification programs allow students to earn a degree while completing requirements for educator certification. Previously, our post-bac students completed modules for their coursework. With the changes in definitions of post-bac and ACPs by TEA, we have moved our post-bac initial certification program into the M.Ed. in Curriculum & Instruction in order to fully meet TEA's definition of a post-bac program.

As part of our efforts to ensure that students are provided with a balance of theory and application, all of our programs involve students in significant field experiences. In our undergraduate initial teacher preparation program, we use a mediated induction approach with students. The faculty believe it is of importance that our students be exposed to a variety of educational settings and work with as many diverse student groups as possible. From when our students begin their exploration of the teaching field, they participate in field experiences

at the elementary, middle level, and high school levels. Students have the required 30 hours as part of their introduction to the teacher certification program. In addition, each subsequent semester, the student engages in an increasing number of hours of field and their opportunities for different experiences and increased exposure to students continues. Students are required to go to different types of schools, various grade levels (e.g. Title I schools) as well as work with K-12 students with diverse learning needs (e.g. English language learners, students with special learning needs, etc.). Students participate in field experiences where they work closely with a mentor teacher and increase the numbers of days and hours each semester of the program. The experiences students have start with purposeful observations where we task students to look for a particular pedagogical issue. As our students progress in their program, the tasks in field expand from tutoring a single student, working with small groups of students, to teaching lessons to students. Our students and their supervisors work closely during their field experiences. Students are required to submit their lesson plans to supervisors in advance of formal observations. Then the supervisors review the plans and provide feedback to the student through a preconference which may be conducted via email, phone, or in person. Depending on the certification area, students have from 69 to 165 hours of field experience prior to clinical teaching. We ensure that our mentor teachers, site supervisors, and field supervisors are trained and prepared to work with our candidates. In addition, we strive to make sure our students understand the importance of their work in field each semester of their program. Students must successfully fulfill not only the academic requirements for each phase or block of their program but also meet expectations for their field experiences each semester. In order to improve transparency with students and to have an even stronger tracking system, the undergraduate teacher preparation programs have added zero-credit field courses, so students, advisors, and faculty can clearly see whether students are making appropriate progress each semester in both academics and field courses and requirements. We are committed to seamlessly blending theory and practice with our students.

"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."

	7/5/18
Signature of Legal Authority	**Date**

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Requires Candidate Records Review

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

22. 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 25. 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/Master Reading Teacher	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/Master Reading Teacher	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/Master Reading Teacher	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/Master Reading Teacher	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/Master Reading Teacher	Meets
	School Counselor	Meets
	Superintendent	Meets

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

For our teacher certification programs, we have partnered with local school districts to have targeted field experiences depending on what is being learned that semester. For example, when we are focused on special populations, students have the opportunity to work in classrooms with English learners, students with varying special education needs, etc. Our program was recently recognized as being a model for the way we infuse special education into our program so all prospective EC-6 students are ready to effectively work with students with special learning needs.

In addition, for all undergraduate teacher education programs, we stress to students that they must successfully complete field requirements each semester as well as earn grades of C or higher in their academic courses. Although this is communicated to students each semester in their appropriate phase/block orientation and is located in their respective handbooks, we still had students question whether they were successful in field. Therefore, we created zero credit courses in order for students to see whether they earned credit or not for field during that specific phase/block. In addition, we require that all students meet with our academic advisor each semester. These are two ways that we work to ensure that requirements are met before advancing to the next phase or block.

We also begin preparing students for their certification exams once they are formally admitted into the undergraduate teacher preparation programs. We purchased representative tests from ETS and all students take this during their first semester of the program as a diagnostic assessment. Students then have focused interventions (e.g. tutoring, special sessions led by faculty, electronic resources, etc.) to address areas identified as needing development. Students are not allowed to test until an acceptable level of proficiency is met. We continue to study our students' TExES results and develop strategies to assist our students with passing their content test. We use the slogan "One and done" with students to encourage them to study diligently, seek assistance where needed, so they only have to take a certification exam once.

All of our programs engage in an annual assessment summit. We carefully study the student learning outcomes and measure our students progress against our predetermined criterion. From those results, we determine what are appropriate curricular adaptations to make or whether we need to increase the criterion to continue to stretch ourselves and students.

In addition, all programs participate in an external review required by the Texas Higher Education Coordinating Board (THECB) on a five-year rotation. This allows us to gain the perspective of experts outside of the state of Texas regarding the quality of our program.

"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."

	7/5/18
Signature of Legal Authority	**Date**

COMPONENT VI – PROFESSIONAL CONDUCT
[19 TAC §228.50]

24. 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 29. 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**

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

    > Yes

26. 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

27. 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.

    Dismissal policies for all initial teacher certification areas are outlined in the candidate handbooks. There are also due process policies in place for students to appeal various decisions related to their status in their initial teacher preparation program.

    All programs follow The University of Texas at Tyler policies and guidelines for dismissal from a degree or certification program.

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

    The undergraduate program has documented the professional behaviors, dispositions, and academic expectations for students detailed in the student handbooks. This also includes due

process instructions related to student appeals on various decisions/actions. All of our educator preparation programs (teacher and non-teacher class) follow The University of Texas at Tyler policies and procedures for petitions and appeals.

All of our programs teach and model the expectations and requirements for educations in terms of professional ethical conduct, practices, and performance. However, it was our interpretation of TAC 228.30(c) that the explicit teaching of the codes and signing for students, faculty and staff agreement and compliance was for individuals involved in initial certification programs. We interpreted the term "initial certification" in TAC 228.30(c) as meaning initial teacher certification. As TEA has clarified that initial certification means all programs, our graduate programs now required students, faculty, and staff to sign that they know and will follow the Texas Educators' Code of Ethics.

"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."

	7/5/18
Signature of Legal Authority	**Date**

COMPONENT VII – COMPLAINTS PROCESS
[19 TAC §228.70]

29. 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 31. 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	http://www.uttyler.edu/educpsych/educator_prep_certification.php (General College) The complaint policy is also located on every certification program website.

Location at Physical Site(s) [19 TAC §228.70(b)(3)]	Meets – Bulletin board in main SOE hallway	
Written Document(s) [19 TAC §228.70(b)(4)]	Meets – see handbooks	

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

The College of Education and Psychology is committed to transparency of policies and the quality of our programs. We do this by posting an abundance of information on our websites as well as presenting information at orientations, general interest meetings, etc.

"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."

_____   7/5/18
Signature of Legal Authority   **Date**

Requires Candidate Records Review

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

31. 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 33. 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(e)(2)(C)(iv)	Teacher	Meets
Requirements for a probationary certificate	Teacher	Meets

[19 TAC §228.35(e)(2)(C)(iv)		
Requirements for an intern certificate [19 TAC §228.35(e)(6)(C)	Non-teacher	Meets
Requirements for a probationary certificate [19 TAC §228.35(e)(6)(C)	Non-teacher	Meets

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

We have procedures we engage in before agreeing to partner with school districts for probationary status. Each program has requirements for interns or probationary status that are followed by the Office of Educator Certification and Accountability. We want the candidate and district to be successful and also take the probationary status seriously so that a standard certificate is earned by the candidate as quickly as possible. In addition, we have document packets required for interns seeking initial certification to ensure clear communication regarding roles, responsibilities, and expectations of the candidate, UT Tyler, and school district.

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

7/5/18

Signature of Legal Authority   **Date**

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

33. 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. Not able to upload bulk files for admission data or permission to test data. Because of the difficulties, we do not attempt to upload bulk files in any of the possible places, including observation reports.
2. Reporting retention is always difficult because students may often take as much as a year off from their studies. We don't know that; therefore, we have not been removing their names from our program. The retention piece of ASEP is extremely challenging to report accurately.
3. GPA Spreadsheet in ASEP concerning advanced certificates: The credentials section of this report seems questionable, and the information is difficult to attain. The time spent did not seem to match the value added for this report.

Improvements:
1. ECOS has a few improvements that may help during the reporting, e.g., the Field Supervisors button under ASEP lists the supervisors we have used along with their TEA IDs.

Suggestion for TEA:
Holding yearly in-person meetings with all EPPs would be extremely helpful to provide an update of new rules, to inform of major changes, to review new characteristics of ECOS and Data Manager, and to allow a Q&A time. These meetings in the past have been very beneficial and allowed educator preparation programs to hear and receive the same message at the same time. It also allowed each participant to take advantage of hearing what others questioned, which often enabled us to gain ideas and insights on the different ways in which institutions capture data, upload it, etc. Recently, UT System has scheduled TEA Tune Ups with the TEA staff that have been very beneficial.

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

The University of Texas at Tyler has maintained a clean accreditation rating from TEA. We have had the benefit of the same person entering our state and federal reports for many years. From our review of UT Tyler data over at least the past decade, our overall

accreditation rating has been at least 93%, which was actually a one-year low. In order to better understand where we will stand with the change in accountability calculation, our Director of Certification and Educator Accountability used our certification scores through this past spring and determined that our pass rate has a mean of 95.75%, 96% mode, and 95% median. We strive to provide rigorous and exemplary curricula to students as well as ensure they pass required certification exams.

"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."

Signature of Legal Authority	7/5/18
	Date

APPENDICES

Please submit the following with your completed Status Report:

Appendix A   **ASEP Action Plan for 2016-2017**

Appendix B   **Candidate Handbook(s)**

Appendix C   **Field Supervisor Handbook**

Appendix D   **Cooperating Teacher / Mentor / Site Supervisor Handbooks**

Appendix E   **Benchmark Documents / Timelines per** 19 TAC §228.20(g)

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

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