

2022–2023 Continuing Approval Review Report

A Career in Teaching-Corpus Christi

INTRODUCTION

Texas Education Agency (TEA) Education Specialist Linda Mott conducted a five-year Continuing Approval Review of the A Career in Teaching-Corpus Christi educator preparation program (EPP) on February 21-24, 2023. Per 19 Texas Administrative Code (TAC) §228.10(b), “...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...”. Adrian Fernandez was identified as the program Legal Authority and the primary EPP contact for the review process. A Career in Teaching-Corpus Christi (ACiT-CC) was approved as an EPP on December 19, 2004. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported 38 finishers for the 2020-2021 reporting year and 25 finishers for 2021-2022.

At the time of the review, the ACiT-CC was approved to certify Teacher candidates in the alternative certification (ALT) route.

Per 19 TAC §228.1(c), “all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title.” The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification class and certification route offered by the EPP using a standardized rubric aligned to Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on February 7, 2023. Additional EPP documents, including records for 10 candidates, were submitted on February 25, 2023. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP and no follow up is required.

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GOVERNANCE (COMPONENTS 1 & 5)

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

FINDINGS

1. The EPP has established an advisory committee; however, the required diversity is not present, and evidence of meeting frequency and guidance and input provided on matters of program design, delivery, evaluation, and major policy decisions is limited. [19 TAC §228.20(b)]
Evidence: The meeting sign in sheet reflected attendance by three staff from ACiT-CC and no other attendees. Additionally, an agenda represented what the committee intended to accomplish but there were no meeting minutes to support what was accomplished.
2. The advisory committee has not been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
Evidence: Expected evidence such as training materials, handbooks, letters of invitation, and/or by-laws was not provided.
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP but there is limited evidence the EPP has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
Evidence: There were no minutes from advisory committee meetings to verify committee activity.
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has not amended their program since the last 5-year review. [19 TAC §228.20(e) & (f)]
6. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to the clinical teaching or internship experience. [19 TAC §228.20(g)]
7. The EPP has published an exit policy, but the policy is not reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: Records for the 10 candidates reviewed did not contain a signed acknowledgement of the exit policy.
8. The EPP has not notified TEA of the addition of any new program locations. [19 TAC §228.10(e)]
9. The EPP is approved to offer clinical teaching. [19 TAC §228.10(c)]
10. The EPP has qualified instructors for the certificate categories offered. [19 TAC §228.10(d)(1)]
11. The EPP has not changed ownership since the last 5-year review. [19 TAC §228.17(a)]
12. The EPP has consistently retained candidate and EPP records per the records retention requirements in 19 TAC §228.40(f) & §228.10(b)(2).

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by December 27, 2023:

1. **19 TAC §228.20 (b) Governance: Advisory Committee:** Update advisory committee membership to include participants from public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. Inform advisory committee members of their roles and

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responsibilities on the advisory committee. Update the advisory committee meeting schedule to ensure the committee meets at least one time per year and the meeting activity includes discussions about the design, delivery, evaluation, and major policy decisions of the EPP. Retain evidence of advisory committee activity in EPP records per the records retention requirement in 19 TAC §228.40(f).

2. **19 TAC §228.20(h) Exit Policy:** Update the published ACiT-CC Exit Policy to include a verifying Candidate signature. Retain the signed Exit Policy in the candidate's record for the Records Retention requirement in TAC 228.40(f)

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Records for 10 candidates, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and/or for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information about the potential impact of criminal history on candidate certification but information on the right to request a Preliminary Criminal History Evaluation from TEA is not clearly conveyed. [19 TAC §227.1(d)]
Evidence: Information about the Preliminary Criminal History Evaluation was not clear on the website.
3. The EPP has published the admission requirements of each program in the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements for each program in the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has published Information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) for all programs within the EPP as required by December 27, 2023.

1. **19 TAC §227.1(d) Notifications: Preliminary Criminal History Evaluation:** Update the required information in a place that is accessible to applicants such as application for admission or the EPP website.

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FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Records for 10 candidates and related records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and/or §227.15. Following are the findings:

FINDINGS

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

CORRECTIVE ACTION REQUIRED

None

ADMISSION REQUIREMENTS (COMPONENT 2)

Records for 10 candidates including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the EPP qualifies applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses one or more appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought; however, the rubric does not measure the applicant's knowledge, experience, skills, and aptitude. [19 TAC §227.10(a)(8)]
Evidence: The rubric used to evaluate the interview was not aligned with the areas to be measured.
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(a)(9) and §227.10(b)]

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6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission as required in 19 TAC Chapter 227 by December 27, 2023.

1. **19 TAC §227.10(a)(8) Admission Requirements: Screen:** Update the admission screening process to include screeners' documentation of the applicant's responses and the screeners observations. Ensure a rubric is used to score outcomes equitably across all applicants.

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework. Following are the findings:

FINDINGS

1. Candidates were consistently required to complete at least 300 clock-hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were not consistently identified in coursework. [19 TAC §228.30]
Evidence: Evidence of application of some standards was missing from coursework.
3. There was limited evidence that the curriculum was research-based. [19 TAC §228.30(b)]
Evidence: There were no bibliographies or other references to research in the syllabi or other course materials.
4. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by December 27, 2023.

1. **19 TAC §228.30(a) Standards-based Curriculum:** Update coursework to address all the standards for a specific certificate.
2. **19 TAC §228.30(b) Research-based Curriculum:** Update curriculum with scientifically based research or identify the research base for existing curriculum.

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

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

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FINDINGS

1. Instruction in the TEKS was limited in the coursework. (19 TAC §228.30(d))
Evidence: Syllabi, performance assessments, and Status Report responses provided by the EPP reflected limited instruction.
2. Training in Ethics was found in coursework. [19 TAC §228.30(c)(1)]
3. Training in educating students with Dyslexia was found in coursework and was provided by the approved provider. [19 TAC §228.30(c)(2)]
4. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates and was provided by an approved provider. [19 TAC §228.30(c)(3)]
5. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework. [19 TAC §228.30(c)(4)]
6. The importance of building strong classroom management skills was identified in coursework. [19 TAC §228.30(c)(5)]
7. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)]
8. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
9. Instruction in digital learning, virtual instruction, and virtual learning was provided to candidates. [19 TAC §228.30(c)(8)]
10. The Digital Literacy evaluation and the related prescribed curriculum was provided to candidates. [19 TAC §228.30(c)(8)]
11. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by December 27, 2023.

1. **19 TAC §228.30(a) TEKS Instruction:** Update Syllabi/course outlines to identify training in using TEKS to inform instruction and assessment; or included in instructor lesson plans reflecting instruction and use of TEKS.

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete 30 or more field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]

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2. FBE assignments and/or activities consistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in one or more of the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

None

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Syllabi, degree plans, and documentation in records for 10 candidates such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (g).

FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(A) & (B)]
3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix)]
4. Candidates were consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience. [19 TAC §228.35(f)]
5. Qualifications of campus personnel supporting candidates in the supervised clinical experience were consistently verified by the EPP. [19 TAC §228.2(14), (26)]
6. Training was provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26)]
7. Candidates were assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
8. There was sufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]
9. Training was provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]
10. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g)]
11. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]

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12. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
13. Field supervisors consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(e)(2)(A)(iii), and §228.35(e)(2)(B)(ix)]

CORRECTIVE ACTION REQUIRED

None

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g) & (h). Following are the findings:

FINDINGS

1. There is sufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
2. There is sufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g)]
3. There is sufficient evidence that the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g)]
4. There is sufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]

CORRECTIVE ACTION REQUIRED

None

CERTIFICATION (COMPONENT 8)

Records for 10 candidates, such as transcripts, degree plans, and completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

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FINDINGS

1. Candidates who were recommended for certification consistently held the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in records for 10 candidates. Following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area(s) in which one or more certificates were issued. [19 TAC §229.3]
2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were reported as detailed on observation documents. [19 TAC §229.3 & §229.4]
4. There was supporting documentation for the observations reported. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

None

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

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FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9)]
5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9)]

CORRECTIVE ACTION REQUIRED

None

RECOMMENDATIONS

- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.

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- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the education specialist assigned to the program.