



2020 – 2021 Continuing Approval Review Report Houston Community College

PURPOSE

Texas Education Agency (TEA) Education Specialists Emily Carrizalez, Lorrie Ayers, and Leslie Anaya conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for Houston Community College (HCCS) May 11-13, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five (5) years...". Dr. Norma Perez, the Vice-Chancellor, was identified as the program Legal Authority, Dr. Michael Webster, Assistant Vice-Chancellor, and Dr. Derek Irvin, Interim Program Director, and Dr. Crystal Gardner, Instructional Supervisor, were identified as the primary EPP contacts for the review process. HCCS was approved as an EPP on July 1, 2002. At the time of the review, the EPP was rated Accredited-Probation (Year One) for 2018-2019 and Not Rated: Declared State of Disaster for 2019-2020. The risk level was Stage 1 (high). The EPP reported three (3) finishers for the 2018-2019 reporting year and ten finishers for 2019-2020.

At the time of the review, HCCS was approved to certify candidates in the teacher class. The EPP is approved to certify candidates through the alternative certification route (ACP).

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 "Virtual On-site" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Dr. Norma Perez, Dr. Michael Webster, Dr. Derek Irvin, Dr. Crystal Gardner, Dr. Madeline Burillo, Victor Gomez, Thomas Ronk, Terryn Batiste, Dr. Miguel Ramos, Debra Slaughter, Armando Alaniz, Jasmine Lynch, and Mable Caleb.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on April 26, 2021. Additional EPP documents, including records for ten candidates, were submitted on May 6, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence.



FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” was drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement, and no follow-up is required.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA reviewed Governance documents submitted with the Status Report to determine compliance.
- The advisory committee membership, input provided by members, advisory committee member training, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to the HCCS ACP program. [19 TAC §228.20(c)]
- HCCS has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program website. The HCCS EPP website is comprehensive and transparently provides all the information that candidates, applicants, and prospective applicants need. Their website is easy to navigate and informative for all stakeholders. [19 TAC §228.20(g)]
- HCCS submitted the Status Report for the EPP Review on April 26, 2021, as required. [19 TAC §228.10(b)(1)]
- HCCS is not currently approved to offer clinical teaching. [19 TAC §228.10(c)]

Compliance Issues to be Addressed (Compliance Plan)
None

Recommendations

- None

Based on the evidence presented, HCCS was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- HCCS has informed applicants of the required information about the EPP. Admission requirements were found on the EPP website and in the EPP candidate handbook. EPP completion requirements were found on the EPP website. The effects of supply and demand were found on the website. The performance of the EPP overtime for the past five years was found on the website. [19 TAC §227.1(c)(1-3)]



- HCCS has informed applicants and candidates about the required information regarding criminal history. The information was found on the EPP website. [19 TAC §227.1(d)]
- A total of ten teacher files were reviewed for admission requirements.
- Nine out of ten candidates met the required institution of higher education degree requirements. Nine out of ten teacher candidates held the minimum of a bachelor's degree at the time of admission. Official transcripts were not provided for one (1) of the ten candidates, so TEA could not verify a conferred bachelor's degree. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Eight out of ten candidates have met the minimum GPA requirement for admission. The teacher candidate's GPA range was 2.46-3.42. One (1) out of ten candidates was admitted with a GPA below 2.5, and TEA was unable to verify the GPA of one (1) out of ten candidates due to missing transcripts. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Insufficient documentation was provided for the one (1) candidate admitted to HCCS with a GPA below 2.5. TEA was unable to verify the evidence of extraordinary circumstances due to a lack of documentation. [19 TAC §227.10(a)(3)(B)]
- Teacher applicants must demonstrate content knowledge before admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade seven or above, or pass a pre-admission content test (TX PACT) before admission. Nine out of ten files contained evidence that the candidates met the requirement. TEA could not verify semester content hours for one (1) out of ten files due to missing transcript documentation. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills before admission. Nine out of ten teacher candidates met the requirement with official transcripts noting a degree conferred. TEA could not verify the basic skills required for one (1) out of ten candidate files due to missing transcript documentation. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. Nine out of ten teacher candidates met the English language proficiency requirement per official transcripts or TOEFL scores. TEA could not verify the English language proficiency of one (1) candidate due to missing transcript documentation. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. HCCS currently has an interview screening process that includes interview questions, a rubric, and a minimum cut-score. Interview documents and corresponding rubrics were provided for three (3) out of ten candidates. Insufficient screening documentation was available for seven out of ten candidates. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- Each of the ten files reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- HCCS requires each applicant to submit a resume with the application for admissions. Seven out of ten teacher candidates had a resume in their records and three (3) out of



ten candidates did not. The program did not meet the additional requirement for admission. [19 TAC §227.10(b)]

- Three (3) out of ten candidates were admitted with out-of-country transcripts. Each candidate had official transcripts and documentation showing their transcripts had been prepared by a foreign credential evaluation service recognized by TEA. [19 TAC §227.10(f)]
- Seven out of ten candidates were formally admitted with a written offer of admission and a written acceptance on file with the EPP. Two (2) out of ten candidates were admitted before March 1, 2016, when the formal admission requirements were not in effect. One (1) out of ten candidate records did not include a written offer of admission. The effective date of formal admission was found in the letters for seven out of ten records reviewed. All ten candidates were admitted before beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]
- Three (3) out of ten candidates were reported as admitted to TEA within seven calendar days based on records in ECOS. Six out of ten candidates were not reported within seven calendar days, and one (1) out of ten candidates was admitted before the January 1, 2017 effective date of the reporting requirement. The program did not meet the reporting requirement for admission. [19 TAC §227.17(e)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §227.10(a)(3)(B)
Action: Submit evidence of extraordinary circumstances for one (1) candidate admitted with a GPA below 2.5, or submit a written explanation of the updated EPP process for admitting candidates under the 10% exception, including an implementation date and any corresponding documents.
- 19 TAC §227.10(a)(8)
Action: Submit the admission screen, corresponding rubric, and cut-score for one (1) candidate.
- 19 TAC §227.10(b)
Action: Submit the admission materials, including the resume, for one (1) candidate.
- 19 TAC §227.17(e)
Action: Submit the admission materials, including the formal admission offer letter and acceptance letter, for one (1) candidate. TEA will use the formal admission date and ECOS records to verify the candidate was reported to TEA within seven days.
- 19 TAC §227.19(a)
Action: Submit a written explanation of how the EPP will align with TAC requirements. Please include a detailed explanation, corresponding documents, and specific implementation date.



Guidance to Address Compliance

- Review EPP policies and processes for admitting candidates with a GPA below 2.5. Documentation of extraordinary circumstances must be collected and retained for any candidate admitted with a GPA below 2.5.
- Review the current screening interview processes to ensure a rubric with defined success criteria and a cut-score is being used to determine admission. Update retention processes to include retention of screening instruments with admission records.
- Review admission requirements, including the requirement that applicants must submit a resume. Establish a process to ensure all required admission documentation is collected from applicants, including resumes if they are going to be required.
- Establish a process to create admission records for candidates within seven calendar days of the formal date of admission reflected in the admission offer letter.
- The incoming class average has fallen below the 3.0 GPA and is now at 2.84. The program must establish criteria and a process to ensure the incoming class average GPA remains at or above 3.0. Consider creating a spreadsheet to track the GPA of admitted candidates and calculate a running average.

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

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed curriculum documents, coursework modules on Canvas, and a variety of assessments to determine compliance.
- TEA identified little evidence showing the HCCS curriculum was standards-based. It was not evident that content methodology standards related to the specific certificates sought are covered in the candidate curriculum. Standard I-VII in the Technology Applications EC-12 standards was also not evident in the curriculum records reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.30(a)]
- Evidence of TEKS instruction was found in Course 4203. TEA recommends implementing additional scoring rubrics with strong alignment to the standards to evaluate candidate proficiency. [19 TAC §228.30(a)]
- HCCS curriculum is research-based. Evidence of research-based curriculum was verified through citations of Dr. Rita Pearson, Madeline Hunter Lesson Plans, Bloom's Taxonomy, and Mastery Connection for TEKS. Curriculum materials reviewed also included strong PowerPoints that covered research-based literacy development and STR standards. [19 TAC §228.30(b)]
- The Educators' Code of Ethics is taught in Course 4413 and 4403. [19 TAC §228.30(c)]
- Mental health, substance abuse, and youth suicide was not included in the EPP coursework materials. [19 TAC §228.30(c)]
- Dyslexia instruction was covered in STR Courses 4213 and 4223. TEA recommends adding additional instructional activities or formative assessments to evaluate students [19 TAC §228.30(c)]



- The high expectations for students in this state are taught in Courses 4403 and 4413. [19 TAC §228.30(c)]
- The importance of building strong classroom management skills is taught in Course 4403 Managing a Culturally Diverse Classroom; this course included extensive materials and instruction on classroom management strategies. [19 TAC §228.30(c)]
- HCCS curriculum includes coursework on teacher evaluation per the TTESS instruction that was reviewed. There was insufficient evidence documenting instruction on the principal evaluation. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)]
- Appropriate relationships, boundaries, and communications between educators and students are taught in Courses 4403 and 4413. [19 TAC §228.30(c)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, was not evident in the coursework and materials reviewed. [19 TAC §228.30(c)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in the Science of Teaching Reading (STR) courses and 4223. Coursework and materials for the STR courses exceeded expectations. [19 TAC §228.30(d)(3)]
- Reading instruction is covered extensively in the STR courses. However, it lacks in the content-area course and non-STR courses. All candidates are required to receive reading instruction, so this needs to be integrated into the coursework that all candidates are required to take. Breakout sessions with content specialists were listed as an option on the course syllabus for tutoring assistance, which did not meet the requirements for content-related reading instruction. [19 TAC §228.30(d)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.30(a)
Action: Submit corresponding syllabi, course materials, rubrics/assessments, or other curriculum materials that show the EPP curriculum is standards-based for the Core Subjects EC-6 certificate area. Be sure to include evidence of standards-based curriculum for the technology application standards and content methodology standards.
- 19 TAC §228.30(c)
Action: Submit corresponding syllabi, course materials, rubrics/assessments, or other curriculum materials that show the EPP curriculum includes mental health, substance abuse, and youth suicide instruction from an approved provider.
- 19 TAC §228.30(c)
Action: Submit corresponding syllabi, course materials, rubrics/assessments, or other curriculum materials that show the EPP curriculum includes instruction on the principal evaluation framework.
- 19 TAC §228.30(c)
Action: Submit corresponding syllabi, course materials, rubrics/assessments, or other curriculum materials that show the EPP curriculum meets the digital literacy requirements, including an evaluation followed by a prescribed curriculum.
- 19 TAC §228.30(d)



Action: Submit corresponding syllabi, course materials, rubrics/assessments, or other curriculum materials that show the EPP curriculum includes instruction on reading in the content area for candidates in all certificate areas.

Guidance to Address Compliance

- Review coursework offered to candidates in all areas to ensure all required curriculum standards are taught, including content methodology standards related to the specific certificate sought and the standards I-VII in the Technology Applications EC-12 standards.
- Update coursework offered to all candidates to include the required instruction in mental health, substance abuse, and youth suicide.
- Coursework must include instruction on the teacher and principal evaluation framework.
- Update coursework required for all candidates to include instruction on digital literacy. Materials must include an evaluation and a prescribed curriculum.
- Update coursework for all candidates to offer reading instruction that improves students' content-area literacy.

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

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

Findings

- TEA found a lack of evidence that candidate proficiency is being assessed. For example, the EPP stated no rubric is used for the E-Portfolio assignment; candidates are graded as completion or non-completion. TEA recommends implementing standards-based assessments that evaluate candidate's proficiency in the standards and what candidates can do and know. [19 TAC §228.35(a)(1-2)]
- Five (5) candidates reached the point of standard certification. All five (5) candidates completed the EPP before standard certification per program transcripts. [19 TAC §228.35(a)(3)]
- HCCS has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. This policy is available in the HCCS student handbook which is posted on the HCCS website. [19 TAC §228.35(a)(5)(A-B)]
- HCCS offers ACP teacher preparation in a face-to-face format. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn at least 300 coursework hours, which meets coursework and training requirement. Of the ten candidates, five (5) were standard certified. Of the five (5), three (3) met the minimum three hundred-hour requirement. TEA could not verify coursework completion for the other two (2) candidates due to insufficient transcript documentation. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)]
- Seven out of ten candidates reached the point of the internship. Of the seven, six candidates completed at least one hundred and fifty hours of coursework before the start of their internship. There was insufficient documentation for one (1) of the seven candidates, so TEA could not verify the number of coursework hours completed before



starting the internship. The program met the requirement as prescribed. [19 TAC §228.35(b)(2)]

- Eight of the candidates reached the point of field-based experiences (FBEs). Six out of eight completed thirty hours per their FBE logs, one (1) candidate completed less than thirty hours, and documentation was not available for one (1) candidate. Of the seven candidates who reached the internship, five (5) completed thirty hours of FBE before the internship. The EPP provided FBE logs and reflections as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- TEA was unable to verify the required fifteen hours of interactive FBE due to insufficient documentation for all candidates that completed FBE. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(1)(A)]
- Seven out of ten candidates had reached the point of internship and were either in the process of completing or had completed the requirement at the time of the review. [19 TAC §228.35(e)(2)]
- Due to insufficient documentation, TEA could not verify a full-year internship for four (4) of the seven candidates. One (1) of the seven candidates completed the full-year internship per a completed statement of eligibility. Two (2) out of seven candidate's internships are still in progress. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- An internship must be in a classroom assignment that matches the category for which the EPP prepares the candidate. Internship placement information and documentation were available for four (4) of the seven intern candidates. Insufficient evidence was provided for the remaining three (3) candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- All seven intern candidates held an intern or probationary certificate while participating in the internship. This was verified through effective dates on the certificates in ECOS. [19 TAC §228.35(e)(2)(B)(iv)]
- Insufficient observation documents were provided for all seven intern candidates. TEA was unable to verify candidate proficiency due to a lack of documentation. [19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and mentors provided recommendations to the EPP regarding candidate success in an internship for four (4) out of seven intern candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the school year's start. Six out of seven intern candidate's assignments began at the beginning of the year. One (1) out of six candidate's internships began in January, and their FBE took place in October. The program met the requirement as prescribed. [19 TAC §228.35(4)]
- Four (4) out of seven internship assignments were in an actual school setting per placement documentation provided. TEA was unable to verify three (3) out of seven placements due to insufficient documentation. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(6)]
- Due to insufficient documentation TEA was unable to verify if mentors were assigned to the seven candidates, if the mentors met the qualification requirements, and if the



mentors received the required training from the EPP within three weeks of being assigned a candidate. The program did not meet the requirements as prescribed. [19 TAC §228.35(f) and 19 TAC §228.2 (24)]

- Each of the seven intern candidates was assigned a field supervisor. [19 TAC §228.35(g)]
- Field supervisors must hold the required credentials appropriate for the candidate being supervised. Five (5) out of seven of the teacher candidate field supervisors held the required credentials. The program did not meet the requirement as prescribed. [19 TAC §228.2(16)]
- Field supervisors assigned to five (5) of the seven intern teachers had completed TEA-approved observation training, and four (4) out of the five (5) trained field supervisors completed EPP field supervisor training. The program did not meet the requirements as prescribed. [19 TAC §228.35(g) & (h)]
- Documentation of initial contact was provided for one (1) out of seven intern candidates, and the documented initial contact was not within the three (3) week requirement. Insufficient evidence was provided for six out of seven intern candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), §228.35(j)]
- Due to insufficient evidence, TEA was unable to verify pre and post-observation conferences with interns, documented educational practices observed by field supervisors, written feedback provided to the candidate's mentor, and informal observations and ongoing coaching as required all seven intern candidates. The program did not meet these requirements as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- Due to insufficient evidence, TEA was unable to verify the field supervisors collaborate with the candidate, mentor, and supervising campus administrator throughout the internship for all seven intern candidates. [19 TAC §228.35(g) & §228.35(h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. All observations for the seven intern candidates were reported as being more than forty-five minutes, but there was insufficient documentation to verify these times. Four (4) out of seven intern candidate's first observations occurred within the first six weeks of their internship, and three (3) of the seven were not within the first six weeks. Six out of seven intern candidates received the required number of observations per observations in ECOS, but insufficient evidence was provided from the EPP, so TEA could not verify each observation. One (1) out of seven candidates still had a formal observation to complete at the time of the review. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.35(a)(1)
Action: Submit the degree plan or program courses or transcripts and a performance-based assessment with the corresponding standards-based rubric for a Core Subjects EC-6 candidate showing the candidate met the 300 coursework hour requirement.



- 19 TAC §228.35(a)(2)
Action: Submit the degree plan/program courses or transcripts, and a performance-based assessment with a corresponding standards-based rubric from the Core Subjects EC-6 certificate area.
- 19 TAC §228.35(b)
Action: Submit the degree plan/ program courses or transcripts for one (1) teacher ACP candidate showing three hundred hours of coursework/training.
- 19 TAC §228.35(b)(1)
Action: Submit FBE documentation for one (1) candidate, showing thirty completed hours before the candidate's internship; or submit a written explanation of when and how candidates complete thirty hours of FBE, including corresponding syllabi and FBE documentation, and implementation date.
- 19 TAC §228.35(e)(1)(A)
Action: Submit FBE documentation for one (1) candidate, showing 15 interactive hours; or submit a written explanation of when and how candidates complete fifteen interactive hours of FBE, including corresponding syllabi and FBE documentation, and implementation date.
- 19 TAC §228.35(e)(2)(B)
Action: Submit evidence showing one (1) candidate completed a full-year internship.
- 19 TAC §228.35(e)(2)(B)
Action: Submit evidence of the internship assignment(s) match the certification category for one (1) teacher ACP candidate.
- 19 TAC §228.35(e)(2)(B)(iii)
Action: Submit evidence of the internship assignment(s) and subject area was no less than an average of four (4) hours each day for (1) teacher ACP candidate.
- 19 TAC §228.35(e)(2)(B)(vii)
Action: Submit observation documentation showing one (1) candidate demonstrates proficiency in the educator standards.
- 19 TAC §228.35(e)(2)(B)(vii)
Action: Submit evidence of one (1) candidate receiving a recommendation for standard certification from the field supervisor and campus supervisor and submit a written explanation of how the EPP is collecting and retaining recommendations for standard certification for all candidates.
- 19 TAC §228.35(e)(2)(B)(vi)
Action: Submit documentation of ongoing support during the internship for one Teacher ACP candidate.
- 19 TAC §228.35(e)(6)
Action: Submit internship placement information, verifying an actual school setting, for one (1) teacher ACP candidate.
- 19 TAC §228.35(e)(7)
Action: Submit internship placement information, verifying the candidate does not have an administrative role over their mentor or is related to their field supervisor, for one (1) teacher ACP candidate.
- 19 TAC §228.35(f)
Action: Submit documentation of the mentor assigned to one (1) intern candidate.



- 19 TAC §228.2 (24)
Action: Submit mentor qualification documents, showing the mentor has at least three (3) years of experience, is a certified educator, and is an accomplished educator as shown by student learning for one (1) intern candidate.
- 19 TAC §228.2(24) and 19 TAC §228.35(f)
Action: Submit evidence for one (1) intern candidate showing their mentor's training and the date on which they received it. Also, submit evidence of the candidate's internship start date. TEA will compare the start date with the training date to verify mentors were trained within three weeks or submit a written explanation of the EPP process for mentor training moving forward. Be sure to include the EPP's plan to meet the three (3) week requirement, training materials, attendance sheets, and specific implementation date.
- 19 TAC §228.2(16)
Action: Submit Field Supervisor qualification documents, showing the Field Supervisor has at least three (3) years of experience, is a certified educator, and is an accomplished educator as shown by student learning for one (1) teacher ACP candidate.
- 19 TAC §228.35(g),(h), & (j)(2)(C)
Action: Submit evidence one (1) teacher ACP candidate's field supervisor received both TEA-approved observation training and EPP observation training. Please include the training materials and attendance record for the EPP observation training, the TEA-approved observation training certificate, and a written explanation of how the EPP intends on retaining the training records.
- 19 TAC §228.35(g), §228.35(h), §228.35(j)
Action: Submit evidence showing the initial contact between the FS and one (1) teacher ACP candidate occurred within the first three (3) weeks of assignment; or submit a written explanation of the EPP process for documenting initial contact, including how the EPP will ensure it occurs within the first three (3) weeks, the corresponding documents that may be used, and specific implementation date.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit observation documents, including evidence of the pre and post-observation conference, for one (1) intern candidate.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit observation documents, including the educational practices observed for one (1) intern candidate.
- 19 TAC §228.35(g) & §228.35(h)
Action: Submit observation documents including evidence written feedback was provided to the mentor for one (1) intern candidate.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit evidence of informal observations or ongoing coaching by the FS during the internship for one (1) intern candidate, or submit a written explanation of how the EPP will document ongoing informal observations and ongoing coaching. Be sure to explain FS expectations, any corresponding documentation, and the specific implementation date.
- 19 TAC §228.35(g) & §228.35(h)
Action: Submit evidence of FS and mentor collaboration throughout the candidate internship for one (1) intern candidate, or submit a written explanation for how the EPP



will implement this collaboration, including any corresponding documents, training materials provided to the FS, and specific implementation date.

- 19 TAC §228.35(g)(1), 19 TAC §228.35(g)(2), and 19 TAC §228.35(g)(3-4)
Action: Submit observation documents for one (1) intern candidate showing observation start and end time that verifies the observation was at least 45 minutes in duration, that verifies the first observation occurred within the first six weeks of the assignment, and verifies the candidate received the correct number of observations.

Guidance to Address Compliance

- Create and implement assessments that allow candidates to demonstrate proficiency in the educator standards and evaluate each candidate's skills and knowledge.
- Third-Party test preparation resources cannot be counted towards the three hundred-hour coursework requirement. Review current content-specific coursework and training to ensure each candidate meets the three hundred-hour requirement.
- Review the field-based experience (FBE) process and requirements to ensure each candidate completes thirty FBE hours, and the evidence is retained.
- Update the current FBE documents to include candidates to document how many interactive hours they completed.
- Consider collecting a statement of eligibility or completion document from the hiring school district once the candidate has completed the full school year.
- Have Field Supervisors (FS) work with the candidate and the EPP to verify the candidate's placements during the initial contact within the first three (3) weeks.
- Update observation documents to include an evaluative rubric of each educator standard, including proficiency levels and clearly defined success criteria for each level.
- Update recommendation processes to include an opportunity for field supervisors and campus supervisors to recommend or not recommend a candidate for standard certification.
- Consider implementing a Field Supervisor log or communication document to track the communication between all stakeholders (FS, mentor, candidate, etc.).
- Retain all mentor information in the corresponding candidate file (paper or digital).
- Mentors with a different certificate category than the candidate may be used, but the appropriate documentation must be retained.
- Create a plan for training FS's yearly, so they are up-to-speed on all expectations and any updates to TAC.
- Review mentor training opportunities and requirements and develop a plan for training mentors at the start of internships that ensure each mentor is trained within the first three (3) weeks.
- Retain all Field Supervisor information in the corresponding candidate file (paper or digital).
- Consider implementing a FS contact or communication log to document the initial contact made between the FS and candidate. Or consider adding the initial contact to the observation documents.
- Update observation documents to include a designated space to document both pre and post-observation conferences, when they occur, where they occur, and what was discussed.



- Update observation documents to include a designated space to document educational practices the FS observes.
- Update observation documents to include a signature from the mentor verifying they received written feedback from the candidate's FS.
- Consider requiring FS to completing informal observations during the candidate's internship or implementing a FS log/communication log to document ongoing coaching that may be occurring.
- Consider adding a mentor signature to each observation document or implementing a FS communication log
- Review internal records retention processes and policies to identify areas of improvement.

Based on the evidence presented, HCCS is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

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

Findings

- HCCS has established benchmarks to measure candidate progress. Seven out of ten candidate records included a course completion transcript. Three (3) out of ten candidate records included course transcripts for HCCS coursework. The most recent benchmark document reviewed included a comprehensive list of program checkpoints from admissions, coursework, FBE, and an internship with observations. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- HCCS lacks structured assessments to measure candidate progress. Course materials show several assessments are scored on credit or no credit basis and do not evaluate candidates based on their proficiency. In the e-portfolio and other performance-based assessments, candidates are evaluated using structured assessments. The program does not meet the requirement as prescribed. [19 TAC §228.40(a)]
- HCCS has processes in place to ensure that candidates are prepared to be successful in their certification exams. Eight out of ten candidate records included evidence of test readiness documents for both content certification exams and the Professional Pedagogy and Responsibilities (PPR) exam. No evidence was provided for two (2) out of ten candidates. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- HCCS uses information from a variety of sources to evaluate program design and delivery. HCCS has recently created a Program Status Brief detailing the plan and areas of continuous improvement the EPP is currently making and has been working on the last year. Items of specific improvement and steps to improvement were included in the plan. [19 TAC §228.40(e)]
- All ten ACP teacher candidates were missing various admission, coursework, FBE, internship, and observation documents. The EPP did not meet the requirement as prescribed. [19 TAC §228.40(f)]



Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.40(a)
Action: Submit a structured assessment with a corresponding standards-based rubric.
- 19 TAC §228.40(f)
Action: Submit a written explanation of the EPP's updated records retention policies and processes. Please include how the EPP will remain compliant moving forward and include any corresponding documents and specific implementation date. Records collected as part of the Compliance Plan will also serve as evidence of the EPP's records retention.

Guidance to Address Compliance

- Review coursework and update where necessary to include assessments that will measure candidate master of standards. Assessments of performance must include rubrics aligned to the standards assessed.
- Review internal records retention processes and policies to identify areas of improvement.

Based on the evidence presented, HCCS is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- Two (2) out of ten candidates understand and adhere to the Texas Educator's Code of Ethics (ECOЕ). Signed copies of the ECOЕ served as evidence of two (2) of the candidates. Insufficient evidence was provided for eight out of ten candidates. The program did not meet the requirement as prescribed. [19 TAC §228.50]
- Five (5) associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed copies agreeing EPP staff understand and adhere to the ECOЕ served as evidence of compliance.

Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §228.50
Action: Submit a signed code of ethics document from one (1) candidate showing the candidate understands and agrees to adhere to the ECOЕ.

Guidance to Address Compliance

- Review the EPP process for review code of ethics information with candidates and how signed code of ethics agreements are collected and retained.



- Collect signed Code of Ethics documentation from all EPP staff and field supervisors on an annual basis.

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

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site on the left side of the wall in the ATCP Office, located at HCCS SE Campus 6815 Rustic Street, Building B. The program provides the complaint policy in writing upon request. HCCS meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

None

Recommendations

- None

Based on the evidence presented, HCCS is in compliance with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230

Findings

- Teacher candidates must meet degree requirements for certification. Five (5) out of ten teacher candidates reached standard certification. Four (4) out of five (5) candidates who reached certification had documentation in their candidate records of a degree at the time of standard certification. Transcripts were not available for one (1) candidate reviewed. [19 TAC §230.13(a)(1)]
- Seven teacher candidates were issued a probationary or intern certificate and met the coursework and FBE requirements before issuance. The five (5) teacher candidates who reached the point of standard certification, which included the candidates issued a probationary or intern certificate, met coursework requirements before recommendation. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Of the five (5) standard certified candidates, benchmark documentation showing program completion was available for one (1) candidate. Insufficient benchmark documentation showing program completion was provided for four (4) candidates. The program did not meet the requirement as prescribed. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]



Compliance Issues to be Addressed (see Compliance Plan)

- 19 TAC §230.13(a)(2) & §230.13(b)(3)
Action: Submit the transcripts or completed benchmark document for one (1) recently standard certified candidate showing the candidate completed the EPP.

Guidance to Address Compliance

- Review internal records retention processes and policies to identify areas of improvement.
- Consider implementing a formal transcript that includes each required course for program completion and the number of coursework hours required for each course.

Based on the evidence presented, HCCS is not in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- HCCS has submitted ASEP reports within the timeline required by TEA. The program's corrections had to be made, and they were done within the timeline required by TEA for the 18-19 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- Two (2) out of ten candidates were not reported to TEA via the GPA Spreadsheet or the Admission Record in ECOS. For two (2) of the ten candidates, admission reporting was not applicable because they were admitted before the requirement. Six out of ten candidate's admission records were reported to TEA. Five (5) out of the six candidate's admission records were reported to TEA accurately.
- All six admission dates were reported to TEA accurately. All six content semester credit hours were reported accurately. Five (5) out of six GPA's were reported accurately. The other four (4) candidates were either not reported to TEA or were admitted before the requirement.
- Five (5) out of ten candidates were reported on the Finisher Record List accurately.
- All seven candidates who reached the point of internship had observations reported to TEA in ASEP; however, TEA was unable to verify the accuracy of the data reported due to the lack of observation records provided for review.

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §229.3(a), §229.3(f)(1), & related [Graphic](#) Figure 19 TAC §229.3(f)(1)
- Action: Submit the Admission records and observation records for one (1) candidate so TEA can verify the candidate data has been reported in ASEP accurately. Please include the candidate's official transcripts, a formal letter of admission and acceptance, and observation documents; or, submit a written explanation of the EPP's plan to improve ASEP reporting, so data is reported accurately for admissions and



observations. Be sure to include a detailed explanation, corresponding documents, and a specific implementation date.

Guidance for Addressing Compliance

- Consider creating an internal processes manual that outlines the different workstreams within the EPP and clearly outlines the process(es) that allows the EPP to work within alignment with TAC. Review internal data reporting processes to identify areas of improvement and steps necessary to improve data reporting accuracy.

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

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or "TX PACT," is a content-pure assessment that cannot be used for certification purposes.
- Ensure EPP benchmarks and test readiness requirements have been updated for Teacher programs to address PACT changes.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments requires adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The transition from test 291 to test 391 for issuance of the Core EC-6 with Science of Teaching Reading certificate is in process. December 31, 2021 is the last date a candidate can take the 291 exam, and the last date to standard certify candidates using the 291 exam will be in December 2022. Teacher programs should inform candidates of these important deadlines to ensure that they can meet all requirements and can be standard certified using the 291 exam if applicable. Begin approving the 391 exam for all new testers.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.



PROGRAM RECOMMENDATIONS All EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

The Compliance Plan was created collaboratively with HCCS staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 13, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date