



2019– 2020 Continuing Approval Review Report Harris County Department of Education

Introduction

The 5-year Continuing Approval Desk Review conducted by Program Specialist, Emily Newton, of Harris County Department of Education (101000) educator preparation program (EPP) began on March 5, 2020. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators must be reviewed at least once every five years. Harris County Department of Education (HCDE) initially was approved as an EPP on December 10, 2004.

Lidia Zatopek is the program Legal Authority and is the primary EPP contact for the 2019-2020 review. HCDE is approved for the following certificate classes: Teacher, Principal, and Superintendent. Certification is offered in these routes: Alternative Certification Program (ACP). The EPP reported 27 program finishers for the 2017-2018 reporting year, 28 finishers for 2018-2019, and 4 finishers for 2019-2020.

Candidate records reviewed included ten (10) candidates, five (5) from the teacher class, and five (5) from the principal class. EPP staff and TEA staff discussed results on Monday, June 22, 2020. Attending from the EPP was Lidia Zatopek, Chaney Ledet, Shelley McKinley, Jonett Miniel.

Due to COVID-19, HCDE's 2019-2020 Continuing Approval Review was placed on hold from March 16, 2020, to June 16, 2020. Both EPP and TEA agreed to close the review without a mid-review meeting and opportunity to provide additional documentation, due to COVID-19. HCDE will have the chance to clear compliance items by providing additional documentation when Next Step items are due. The 2019-2020 Continuing Approval Review Report was provided to HCDE on July 15, 2020.

Results

Overview of Components

The following component(s) were found in compliance (C) from the desk review:

- Governance
- Admission
- Assessment and Evaluation of Candidates and Programs
- Professional Conduct
- Certification Procedures
- Integrity of Data Submission

The following component(s) were found out of compliance (N) from the desk review:

- Curriculum
- Coursework, Training, Program Delivery, and Ongoing Support
- Complaints Procedures

1. All Curriculum requirements were met as identified in 19 TAC Chapter 228 except the following:



- a. EPP curriculum is required to address the relevant Texas Essential Knowledge and Skills (TEKS). HCDE did not provide enough evidence to support that their curriculum addresses relevant TEKS in their coursework/training. [19 TAC §228.30(a)]
2. All Coursework, Training, Program Delivery, and Ongoing Support requirements were met as identified in 19 TAC Chapter 228 except the following:
 - a. Field Supervisors must make initial contact with candidates within the first three weeks of their assignments. HCDE provided evidence that five (5) out of five (5) teacher candidates had initial contact with their field supervisors within the first three weeks of their assignments. HCDE did not provide evidence that field supervisors made initial contact with non-teacher candidates within the first three weeks of their assignment. [19 TAC §228.35(g) and (h)]
3. All Complaints Procedures requirements were met as identified in 19 TAC Chapter 228 except the following:
 - a. The EPP must have a complaint policy and a link to the TEA complaints website posted on the EPP's website. HCDE did not have a link to the TEA complaints website posted on its website. [19 TAC §228.70(b)(2)]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before **October 19, 2020**:

- Evidence EPP curriculum addresses relevant TEKS in their coursework/training. [19 TAC §228.30(a)]
- Evidence field supervisors make initial contact with non-teacher candidates within the first three (3) weeks of their assignment. [19 TAC §228.35(g) and (h)]
- Evidence HCDE posted a link to the TEA complaints website on the EPP website. [19 TAC §228.70(b)(2)]

Recommendations and Advisement

- Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
- The PACT test will change effective at the end of January 2020. Plan to update curriculum 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 is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher (ALT/PB) to address changes in PACT that will be in effect January 27, 2020.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.



- Develop and implement more performance assessments. Evidence of performance assessments will be a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The addition of the Science of Teaching Reading exam (STR) will drive the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 1, 2021. Teacher program staff are advised to plan ahead to meet the January 1, 2021 certificate issuance requirement.
- Certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. FS 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.
- Implement quality control procedures to ensure ASEP reports are submitted accurately and timely during state reporting each year.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in 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 the TEA staff has the most current contact information by sending updates to the assigned program specialist.



“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 19, 2020”.

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**