



2017 – 2018 Continuing Approval Review Report

Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba for The Texas Institute for Teacher Education (061701) educator preparation program (EPP) on March 25, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. The Texas Institute for Teacher Education was originally approved as an EPP on February 6, 2009.

Dr. John Doak is the program Legal Authority and the primary EPP contact for the 2017-2018 review. The Texas Institute for Teacher Education is approved for the following certificate classes: Teacher Class only. Certification is offered in these routes: ACP only. The EPP reported 105 program finishers for the 2016-2017 reporting year and 109 finishers for 2017-2018.

Candidate records were reviewed for ten (10) candidates from the following certificate classes: Teacher. The results were discussed with EPP staff on April 5, 2019. Attending from the EPP were: Dr. John Doak.

Results

1. Admission requirements as identified in 19 TAC Chapters 227 were reviewed.

Nine (9) out of ten (10) files reviewed contained an admission date in ECOS that matched exactly the formal offer of admission letter. The last file contained two admit dates in ECOS, with the first date corresponding to the formal offer of admission.

Eight (8) out of ten (10) files, 80%, were admitted based on a bachelor's degree held at the time of admission. Two (2) files did not meet the requirement because that candidates only held an associate's degrees.

One of the files tested via the pre-admission content test route, but did so after formally admitted. [19 TAC §227.10(a)(4)(D)]

One file was an out-of-country candidate. The file contained a transcript evaluation from an approved service and TOEFL scores that met the requirements for admission. [19 TAC §227.10(a)(7); 19 TAC §230.11(b)(5)(B)]

One file was a 10% exception and the file contained a letter from the EPP director documenting the reason for the exception and the candidate was admitted via the pre-admission content test (PACT) route as required. [19 TAC §227.10(a)(3)(B)(i)-(ii)]

Six (6) out of ten (10) files, 60%, were accurately reported on a GPA spreadsheet for the year that they were admitted. One file was found on the GPA spreadsheet for the year that they were admitted, but the admit date reported on the GPA spreadsheet did not correspond to the admit date in ECOS. Three (3) files were not found on a GPA spreadsheet for the year they were admitted.



All admission requirements were met by the EPP, but related data were not accurately reported to the Texas Education Agency as required by 19 TAC §229.3.

2. A review of candidate records revealed that candidate status in the program were reported accurately in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment for eight (8) out of ten (10) files reviewed. One candidate was only reported in the year for which they were a finisher and was not reported as other enrolled for the year admitted. One candidate was admitted in 2010-2011, but was not reported as other enrolled until 2015-2016.
3. Candidate records for clinical teaching or internship as required by 19 TAC Chapters 228 were reviewed. Seven (7) out of ten (10) files completed internship or clinical teaching. Six (6) out of seven (7) files, 86%, contained observations in ECOS that corresponded exactly to observation documents provided by the program. The program did not provide corresponding observation documents for one candidate that completed an internship, but that file contained the required observations in ECOS. All candidates completed internships or clinical teaching in accredited public or charter schools. In six (6) out of seven (7) files, 86%, observation data reported in ASEP was accurate when compared with related documentation in candidate records.
4. A review of candidate records revealed that seven (7) candidates reached the point of standard certification. All candidates who received standard certificates met requirements as identified in 19 TAC Chapter 230.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 9/1/2019:

- Require all applicants to hold a minimum of a bachelor's degree at the time of admission or be contingently admitted. Contingently admitted candidates are those currently enrolled in and expected to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought. [19 TAC §227.10(a)(2); 19 TAC §227.15(a)(a)(1)-(4)]
- Require applicants admitted via the PACT route to pass the content exam prior to formal admission. [19 TAC §227.10(a)(4)(D)]
- Require formally admitted candidates to be accurately reported for the academic year admitted on the GPA spreadsheet submitted for accountability purposes. Require that the admit date reported in ECOS correspond exactly to the admit date for each candidate on the GPA spreadsheet submitted by the program. [19 TAC §229.3(f)(1)]
- Require all observation data to be uploaded into ASEP for all clinical teachers and candidates completing internships. Retain copies of those observations in candidates' e-files. Observations entered into ECOS must correspond exactly in terms of frequency and duration to e-copies retained in candidate files. [19 TAC §228.35(g)(1)-(8); 19 TAC §229.3(f)(1)]



- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 1, 2019”.

Signature of Legal Authority **Date**

Printed Name of Legal Authority **Date**