



Compliance Audit Report 2010-2011 A Career in Teaching ACP

According to Texas Administrative Code (TAC) §228.10(c) An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff. Per 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 Texas Education Agency administers Texas Administrative Code required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete TAC at www.tea.state.tx.us for details contained in each rule.

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Dr. Phillip Eaglin, Program Specialist, and Mr. Mixon Henry, Program Specialist, conducted a Texas Education Agency compliance audit on December 14-16, 2010. The following are the findings and recommendations for program improvement.

Date Self-Report Submitted: October 25, 2010

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

Findings:

The advisory committee consists of eleven (11) members listed in the self-report: eight (8) from school districts, one (1) from higher education, none (0) from an education service center, and one (1) from business and community. The composition of the advisory committee meets the requirements of TAC Section 228.20 (b). However, the advisory committee and the educator preparation program would benefit from increased depth of membership by including mentor teachers, interns, school district human resource directors, and additional members from the communities that it serves. For example, to better secure the input of higher education and business and community members (such as parents) and to present a more balanced perspective in decision making, it is recommended that additional members of those two particular stakeholder group be recruited and prepared to serve on the advisory committee. At the same time, the size of the committee must be considered in order to provide an environment for idea and information exchange through interactive dialogues.

An advisory committee meeting was held on August 7, 2010. According to the self-report, the next advisory committee meeting is scheduled for June 4, 2011. Meetings are held twice a year as required by TAC Section 228.20(b). Agendas and attendance records (i.e., sign-in sheets) were available during the document review as evidence of compliance. Minutes of the meetings were not kept by the program to confirm the level of committee member's involvement. It is

recommended that minutes of advisory committee meetings should be record and reflect the participation of members in the analysis of program curriculum, design, evaluation, performance, improvement, and field-based experiences. Nine (9) out of eleven (11) advisory committee members responded to the questionnaire sent by the Texas Education Agency (TEA). Fifty-six percent (56%) of the responding advisory committee members indicated that they had served on the advisory committee for one to three years. Eighty-eight percent (88%) of the members also indicated that they were familiar with Texas Administrative Code (TAC) §227, §228, and §229. Two of the advisory committee members indicated that the type of teaching practicum offered by the program was “student teaching”. Thus, it is evident that these particular advisory committee members misunderstand the type of practicum offered by the program. Committee members should be provided more information on the practicum provided by the program.

Eight (8) of the responding advisory committee members (100%) indicated that they participate in designing or revising the educator preparation program’s curriculum, and seven (7) out of nine (9) indicated that they participated in evaluating data for the purpose of preparing an improvement plan for the program. However, since there were no meeting minutes to review, there was no evidence of the level of advisory committee involvement in the evaluation of program performance and improvements. One of the topics that was included in the August 2, 2008 advisory committee agendas that align with program delivery included “discuss phase 2 training and training dates”. Some topics on the agenda suggests, and based on discussion with the program director, that “data received from candidates on how the dates for meetings dates were addressing their needs” was provided to the advisory committee for feedback. A recommendation was then made to change the date of meetings to Saturdays, for example. There was also evidence from forms with questions for field experiences that staff who are also advisory committee members had input into the relevancy of questions answered during field experiences. It is recommended that the program’s advisory committee meeting agenda and minutes provide evidence about discussions of data from evaluation instruments for the purpose of involving them in evaluation and decision making, especially for those members who are not staff members of the program. Since no meeting minutes were available, it was not evident that non-staff members of the advisory committee participate in the evaluation of the educator preparation program. Per TAC §228.20 (b), “an advisory committee ... shall assist in the ... evaluation ... of the educator preparation program.”

Because of the importance of the advisory committee’s contributions and since there are ongoing revisions being made to TAC, it is recommended that yearly training, be provided to the members. Since the membership of the advisory committee, especially those new to the committee and those from the business and community group, may not be familiar their roles in the analysis of program planning, evaluation and design, it is recommended that an advisory committee handbook be developed to help guide the activities and responsibilities of the committee. A sample of a handbook was provided to the preparation program by TEA staff.

Committee members could be provided with state and federal reports related to educator preparation and teacher quality so that an overall program evaluation and recommendation can be made for program improvement. It is also strongly recommended that committee members continue to receive professional development regarding the Texas Administrative Code (TAC) §227, §228, §229 so that all recommendations can be clear and measurable.

A Career in Teaching ACP is in compliance with all the indicators reviewed in accordance with Texas Administration Code (TAC) §228.20.

COMPONENT II. ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10 - ADMISSION CRITERIA

Findings:

Per the self-report, information found on the program's website, and in other program advertising documents presented, in order to be admitted to A Career in Teaching ACP, a potential candidates must submit an electronic application and present unofficial transcripts which are temporarily accepted [227.10(c)]. Other admission requirements include the use of the Texas Success Initiative (TSI) to meet basic skill requirements [TAC §227.10(4)], a bachelor's degree from an accredited institution [TAC §227.10(c)], a minimum grade point average (GPA) of 2.5 [TAC 227.10(A), and an admission interview consisting of nine questions such as "tell me about yourself" to "how do you react to authority." [TAC 227.10(6)] Other screening instruments include a written essay based on five prompts, the Cornell Critical Thinking exam, and an agreement form to adhere to the Educator Code of Ethics. These admission requirements were confirmed in the candidates' folder review. During the document review, TEA staff viewed and collected samples of the application materials.

There was no evidence of a determination of oral language proficiency for individual candidates from out-of-country except for a handout including the questions used and the rubric that evaluates oral proficiency. According to TAC §227.10(5) it is necessary to administer the TOEFL for students, regardless of immigration status, who are citizens of countries where English is not the native language and document in the candidates' folders that they have passed the section testing oral proficiency prior to admission. Also, it is required to have an out-of-country transcript evaluated by an approved transcript service. At this time, the program does not have any candidates who are from out-of-country.

A Career in Teaching ACP disseminates recruiting information to potential candidates through its website, a brochure to districts, billboards, newspaper ads, and movie theater announcements.

According to A Career in Teaching ACP's self-report, five or less candidates are currently in the program that were admitted under the 10% cohort rule.

A Career in Teaching ACP is in compliance with Texas Administrative Code §227.10- Admission Requirements.

COMPONENT III. CURRICULUM - Texas Administrative Code (TAC) §228.30 – EDUCATOR PREPARATION CURRICULUM

Findings:

A Career in Teaching ACP's instructors is comprised of eleven (11) members ranging from local school teachers to local instructional coaches. In reviewing the faculty information presented in the document review, all instructors are Texas certificated educators, one holds an EdD, two have a Bachelor's degree, and the remaining six holds a Master's degree. An organization chart was available.

Ninety-six percent (96%) of the interns indicated that they had been provided with a clear and concise course syllabus. In reviewing the available course syllabi from A Career in Teaching ACP, it was found that the program did not have prescribed common components for the course syllabi. While coverage of the seventeen (17) curriculum topics were confirmed through the self-report, curriculum materials presented, and student teacher/intern responses, as well as through the course correlation matrixes required by TEA, coverage of the topics were not always noted in the syllabi that were reviewed. It is recommended that a common format for the syllabi be created and that all syllabi provide a more intentional presentation of the seventeen (17) required curriculum topics, relevant TEKS, and the TEA educator standards that are aligned with the educator preparation courses. TEA staff provided a suggested list of common components to include in the syllabi.

Per TAC §228.10 (e), an educator preparation program that is rated "accredited," as provided in TAC §229.3 of this title (relating to The Accreditation Process), may request additional certification fields be approved by TEA, by submitting a curriculum matrix with a description of how the standards for Texas educators are incorporated into the educator preparation program's curriculum. TEA records indicate that the A Career in Teaching ACP received approval for the Generalist EC-6 certification field on December 3, 2008. The Generalist EC-6, Science 4-8, and Science 8-12 fields were the certification areas identified as the primary foci of this compliance audit.

TAC §228.30(a) requires that the curriculum be aligned to the relevant educator standards as the curricular basis for each certification field of the educator preparation program's curriculum. As required by TAC §228.30(a), the educator preparation program shall provide candidates with coursework and/or training that is directly related to that certification area and is aligned to the state standards for the applicable certification field. The review of the program reported curriculum matrixes for Generalist EC-6, Science 4-8, and Science 8-12 fields did not indicate the implementation of each of the TEA-approved educator standards. Sample instructional and assessment materials provided by the program during the visit indicated evidence of limited topic alignment with some of the related standards. However, there was no evidence of the following subjects of the Generalist EC-6 standards being addressed by the Generalist EC-6 curriculum matrixes and the materials: mathematics, physical education, health, and science.

According to the prepared curriculum matrixes and the lack of instructional materials and assessments provided during the visit, there was insufficient evidence that all of the Generalist EC-6 educator standards are aligned to the program's curriculum.

According to the prepared curriculum matrixes and the lack of instructional materials and assessments provided during the visit, again there was insufficient evidence that all of the Science 8-12 educator standards are aligned to the program's curriculum. In addition, Science 8-12 is one of two certification areas identified as an at-risk area by having a 75% pass rate for 2008-2009. For that reason, it is again recommended that the program develops a curriculum designed to prepare candidates for Science 8-12 teaching. Program staff agreed that a syllabus and instructional lessons could be developed and facilitated to prepare Science 8-12 candidates, as that has already been done for the Science 4-8 certification field as part of the Science 4-8 test preparation hours.

It is also recommended that the program conducts an extensive curriculum review of educator standards in order to develop and improve the alignment of the modules for each of the program's approved certification fields. Conducting a comprehensive curriculum review will ensure that the curriculum aligns with TEA-approved educator standards and meets the needs of all candidates. Program instructors need to be involved in the review. Instructors should understand the standards, the specific curriculum units or lessons that address them, and the methods effective for teaching and assessing those lessons.

Since a connection to the English Language Proficiency (ELPS) standards was not evident in the syllabi and materials of the Generalist EC-6, Science 4-8, and Science 8-12 courses, it is recommended that those and the rest of the program's certification fields are analyzed by the program to integrate the ELPS with content methodology preparation. It is further recommended that the ELPS are aligned with all subject area methods course objectives, activities, and assessments, e.g., science, so that teacher candidates can develop the knowledge and skills necessary for making such content accessible to English language learners. It is recommended that the aligned ELPS are included in the course syllabi for subject area methods courses in the Generalist EC-6, Science 4-8, and Science 8-12 professional development sequence, as well as for the subject area methods courses for each of the educator preparation program's certification fields. This allows for all candidates to understand how and why the ELPS are being integrated into content specific teaching and learning.

It is recommended that the Generalist EC-6, Science 4-8, and Science 8-12 be enhanced by including strategies for teaching scientific reading and scientific vocabulary development. When information was reviewed on how the science-content reading is being addressed in the reading preparation curriculum, it was not evident that it was being adequately addressed in the courses. From the review of the syllabi, it was not evident how well the program is preparing its prospective science teachers to use instructional models based on recent research for how students learn science—the research on addressing student misconceptions. Per the subject-specific knowledge and skills of the TEA-approved educator standards (particularly for the secondary science subjects), it is recommended that the program includes curriculum learning theories and strategies such as those described in current research.

In reviewing the student teacher/intern questionnaires, in responding to how effective the course content was, the interns indicated that instruction in the following areas was effective: theories of how people learn (100%); instructional methods for motivating students (100%); how to utilize a variety of classroom assessments (100%); models and methodologies in classroom management prior to placement as a teaching candidate (100%); differentiating or changing instruction to meet individual student needs (100%); and using a variety of instructional strategies in the classroom (100%). Areas that candidates would like to see more emphasis were: teacher's responsibilities for administering the Texas Assessment of Knowledge and Skills examination (68%); process of curriculum development (81%); and standards and teaching strategies for students designated as gifted and talented (77%). It is recommended that the program seeks assistance through presentations from local school district testing coordinators on the administration of TAKS/STARR. It is also suggested that A Career in Teaching ACP review and utilize, if appropriate, the three TAKS training modules developed by the TEA which can be accessed at www.TexasAssessment.com/Taonlinetraining. From their TEA questionnaires, cooperating teachers/mentors would like to see more preparation in the area of the process of curriculum development (57%) and in the candidate's understanding and implementation of standards and teaching strategies for students with limited English proficiency (60%).

Test preparation training sessions for more than the TAC required six hours has been developed and delivered to ensure candidate success on the TExES test. It is also recommended that the program separates the certification area preparation hours from the test preparation hours.

A Career in Teaching ACP is not in compliance with TAC §228.30 Educator Preparation Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35 – PREPARATION PROGRAM COURSEWORK AND/OR TRAINING

Findings:

The program is delivered in a face-to-face format with online tools used to enhance the curriculum, such as make-up work and electronic blogs for reflecting on experiences.

According to program documents, the total hours for an elementary certificate are 382 clock hours and for a secondary certificate 337 clock areas. However, in review of the program's List of Instructors with the in-class and out-of-class hours, it was learned that the use of out-of-class hours (such as homework and other out-of-class assignments and projects) were being counted as part of the minimum of 300 clock-hours of coursework and/or training. To be in compliance with TAC §228.35 (a) (3), it is required that the program enhances the curriculum by requiring a minimum of 300 clock-hours of in-class contact hours.

The program reported that elementary and secondary candidates completed 144 clock hours of coursework prior to the internship. In review of candidates' folders, it was difficult to determine that the program verified the 110 hours required prior to the internship as required by TAC §228.35. The thirty (30) clock hours of field-based experience were documented but were difficult to calculate if the candidate was not a finisher. To be in compliance with TAC §228.35 (a) (3) (A), it is recommended that the program verifies the 110 hours required prior to the internship. One-hundred eighty days are required for the internship experience. Fifty hours of district staff development is accepted by the program as evidenced by CPE certificates.

A Career in Teaching ACP requires a minimum of 30 hours of field-based experience, half of them are in classroom observations and half are based on videos. According to the self-report and candidate teacher responses, time logs, focused observation activities, class discussions, and classroom activities were used to reinforce the field-based experience.

A Career in Teaching ACP reported utilizing five field supervisors located at the Corpus Christi office. All field supervisors are certified teachers with many years of public school service. Sixty percent (60%) of the field supervisors indicated that they had been involved in field supervision with this program for one to two years.

Eighty-three percent (83%) of the interns reported that the field supervisors were effective or very effective. Ninety percent (90%) of the principals indicated in their TEA questionnaire that they had received written feedback about the teaching candidates from the field supervisors.

The field supervisors also indicated in their questionnaire that they received five types of training sessions in the past academic year. Training materials, agendas, certificates, and attendance records for field supervisors were available in the document review. Preparation meetings were also held depending on the needs of the field supervisors. In addition, the field supervisors were provided with a list of training materials such as the TxBESS handbook containing references to research-based resources. The program's lead field supervisor is a TxBESS trainer-of-trainers.

Seven out of fifteen (47%) responding mentors reported that training was provided through an orientation from A Career in Teaching ACP, and eighty-seven percent (87%) of the mentors reported having received a handbook or manual. The Campus Mentor Handbook outlines the responsibilities of the mentor, as well as those for the intern. The procedures for due process and for grievance could not be located in the intern handbook. It is recommended that the program develop a grievance/due process procedure for addressing candidate's concerns.

Per responses from 85% of interns and 100% of field supervisors in their respective TEA questionnaires, the first contact with the intern was made within the first three weeks by the field supervisor. TAC §228.35 (f) requires that the initial contact with the assigned candidate must occur within the first three weeks of assignment. A Career in Teaching ACP documents contact using field supervisor contact/services log.

In reviewing the candidate's folders, evidence of at least three formal observations was verified by the presence of observation forms. Field supervisors explained that formal observations were 45 minutes or more (on average an hour) in duration followed by an interactive conference; however, the contacts/services log does not contain a space for recording the start and stop times of the observations. It is recommended that the forms are revised to include that collection of information. The observation forms were TxBESS oriented. The forms contained

sections for providing evidence of strengths and areas to address during the internship. The strength of the document would be increased if it were more focused on content knowledge and content methodology specific to the teaching process. As evidenced by the signature lines, it was very clear who conducted the observation and who completed the observation form.

A Career in Teaching ACP staff reported that candidates who are struggling in the program receive assistance through the development of a TINA (Teacher in Need of Assistance) plan. The TINA is developed usually at the principal's request, then the field supervisor works with the intern to address concerns by creating a plan of support.

A Career in Teaching ACP is not in compliance with TAC §228.35 Preparation Program Coursework and/or Training.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

Findings:

Per TAC §228.40 (a), “to ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program”. TEA staff determined that there was insufficient evidence of assessments of candidates' progress in the Generalist EC-6, Science 4-8, and Science 8-12 curriculum. It is recommended that the program develops scoring rubrics that are aligned to the knowledge and skills of the educator standards for frequent formative assessments of candidates' progress throughout the program that are aligned to the knowledge and skills of the educator standards. This approach provides the preparation program with evidence of the candidate development.

Specifically, formative assessments should be administered in the program's curriculum preparation for each certification field, as well as on the topic of the teacher's responsibilities for administering the TAKS and on strategies for gifted and talented students—these are two areas that interns reported on the survey as needing improvement. One question that the program should reflect upon is “How do you know if a candidate understands how to teach each content subject of the Generalist EC-6 curriculum prior to internship without the use of data from formative assessments of candidate progress?” Summative and formative assessments of candidate progress are in place during the “Ongoing Training” component of the program. Candidate assessment information should be provided on the syllabi so that candidates will know the program's expectations.

For the Generalist EC-6 curriculum, no specified teaching benchmark, assessments, and rubrics for scoring alternative assessments to measure student's professional growth within and across modules at regular intervals were available when requested during the visit. It is recommended that teaching performance benchmarks, assessments, and aligned rubrics using proficiency levels of development based on defined criteria be created. The benchmarks and assessments

for the modules leading up to the internship need to be developed to confirm skill attainment being acquired by candidates as they grow as teachers. Per TAC §228.40 (a), “the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program.”

Teaching assessments and benchmarks should be based on a critical skill or core of knowledge that is essential to the desired learning outcome. Evidence gathered from them should be presented in portfolios, and that collection of evidence should be gathered during performance-based assessments at regular, specified intervals throughout the program.

In summary, a teaching benchmark and assessment is based on a subject-specific critical teaching skill or core of knowledge that is essential to the desired development outcome. It is performance-based and is administered at specified transition points throughout the program to assess the candidate's progress.

Additional benchmark and assessment suggestions include:

- To ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation should establish content-specific performance benchmark assessments of the candidate's progress throughout the educator preparation program at regular, specified intervals prior to the TExES.
- Authentic artifacts of teaching to be collected from candidates should center on K-12 student learning and include a candidate-developed portfolio containing standards-based lesson plans, reflections on video records of their real-time instructional practices with K-12 students and/or role plays and micro-practice teaching with peers, analysis of anonymous K-12 student work samples and achievement data, developed student tests and other assessments aligned to lesson plans, reflective journals on changes in teaching practice, action research, case study reviews, and subject-specific pedagogy tasks.
- As a benchmark assessment, student teachers, clinical teachers, and interns should also be required to plan and teach a culminating week of discipline-specific instruction aligned to state standards and provide reflections on their design and implementation of instruction, assessment of student learning, and classroom management.
- Structured rubrics to evaluate portfolio artifacts should be developed by the entity and should be aligned to the pedagogy and subject-specific skills of the SBEC-approved educator standards. The rubrics should use written scales that define levels of quality performance based on the SBEC-approved educator standards.
- Formative assessment data from the benchmarks and structured assessments should be provided to the candidate during their preparation. The data should provide feedback that assists the candidate in documenting the quality and growth of their professional skills. The analytic rubrics should also provide ongoing detailed feedback in areas where the candidate will need further support.
- The program should maintain records of the candidate's results on the benchmark assessments and use that summative information as one basis for the recommendation of a candidate for certification.

- A number of approaches may be used to ensure candidate proficiency, but it is imperative that student performance, i.e., the actual impact of candidate performance on K-12 student understanding or achievement, is taken into account when determining and reporting the effectiveness of the candidate in conveying knowledge. Other measures may be included to provide supporting data, such as candidate reflections on their videotaped performance, using an assessment rubric; student feedback ratings; case write-ups demonstrating where knowledge has been effectively conveyed; and cooperating teacher and supervisor observations using well-defined criteria.

The candidate’s readiness to test for the content area and Pedagogy and Professional Responsibility (PPR) is determined by the candidate’s performance achieved on the practice tests and the instructor’s analysis of the candidate’s performance in the test preparation courses. According to the program, this provides an accurate indication of the candidate’s readiness to test.

According to the self report, all evaluations involve the faculty/instructors, advisory committee members, public/private school campus administrators, and teaching candidates. Copies of the following evaluation instruments were provided: Administrator Evaluation and Principal Evaluation. Per TAC §228.40 (c), “for the purposes of educator preparation program improvement, an entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments.”

Student records are kept in paper format for five years in a secure environment.

A Career in Teaching is not in compliance with TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement.

Senate Bill 174/Texas Administrative Code §229

Standard I: Results of Certification Exams

| Pass Rate Performance: | 2007-2008 | 2008-2009 | 2009-2010 |
|---|-------------------|--|---------------|
| | Final 80%Standard | Final 80% Standard | 70% Pass Rate |
| Overall: | 97% | 99% | 100% |
| Certification Areas At Risk (Identify only if below Standard) | | Science 8-12 (75%) Secondary French (50%) | |

PROGRAM RECOMMENDATION

The following are recommendations based on the findings of the Texas Education Agency compliance audit. If the program is NOT in compliance with any component, consult the TAC and initiate actions to correct the issue IMMEDIATELY. A Compliance Status Report will be required in sixty days on compliance recommendations.

General program recommendations are suggestions for general program improvement and do not require follow-up.

PROGRAM COMPLIANCE RECOMMENDATIONS: A Compliance Status Report will be required in sixty days.

- TAC §228.30 Educator Preparation Curriculum.

Develop and deliver a teacher preparation curriculum aligned with the knowledge and content methodology skills of the TEA-approved Generalist EC-6 and Science 8-12 educator standards as well as for all other approved certification fields. This must be corrected immediately.

- TAC §228.35 Preparation Program Coursework and/or Training.

Increase the number of face-to-face contact hours for coursework and/or training to a minimum of 300 clock hours. This must be corrected immediately.

- TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement.

Develop a benchmark and assessment process within and across courses by developing benchmarks and teaching assessments aligned to the PPR components and educator standards. The process should identify competencies that will be measured at regular, specified transition intervals throughout the program. This must be corrected immediately.

GENERAL RECOMMENDATIONS: No progress report is necessary.

- Develop a handbook which outlines the full roles and responsibilities of the advisory committee members.
- Increase communication with advisory committee members by recording minutes of meetings, including in the minutes how the advisory committee's feedback impacts and benefits the program's design, evaluation, performance, improvement, and field-based experiences.

- Recruit and prepare additional advisory committee members from of the higher education and business and community stakeholder groups to serve on the advisory committee.
- Create minutes of the advisory committee meetings that reflect the committee's participation in the evaluation of the educator preparation program. This must be corrected immediately.
- Increase advisory committee members' understanding of Texas Administrative Code (TAC) §227, §228, and §229 so that parameters of recommendations can be clear and measurable.
- Compile data from evaluation instruments to share at advisory committee meetings for the purpose of involving them in such decision making, especially for those members who are not staff members of the program.
- Improve the system to verify the 110 hours required prior to the internship for candidates.
- Maintain a record of oral language proficiency in individual candidate folders.
- Standardized a format for the course syllabi and prepare detailed course syllabi for each of the approved certification and make instruction of the 17 curriculum topics, the relevant certification educator standards, the TEKS, ELPS, and the formative and summative assessment types and criteria transparent to the candidates.
- Separate the certification area preparation hours from the test preparation hours.
- Analyze program courses to improve the alignment of course objectives, instructional activities, and assessments to the substance (i.e., depth of knowledge) of the required TEA educator standards that candidates are to reach including the English Language Proficiencies (ELPS) found in TAC Chapter 74.4.
- Implement a grievance/due process procedure for addressing candidate concerns. Candidates should be informed of this procedure in the Intern Handbook and admission material.
- Include subject-specific preparation for teaching reading in the content areas.
- Provide candidates with more opportunities to practice teaching by developing and implementing micro lessons with peers. Explore means of videotaping candidates presenting micro lessons in program courses for feedback from faculty and other teaching candidates.

- Provide presentations from local school district testing coordinators on the administration of TAKS responsibilities or use the modules prepared by TEA.
- Develop aligned assessments of candidates teaching performance and analytic rubrics that provide feedback on strengths and indicate areas for continuous growth.
- Join the TEA Division of Curriculum email listserv to receive suggested information for addressing academic content specific recommendations.