



Compliance Audit Report 2012-2013 Pasadena ISD Alternative Teacher Certification Program Initial Teacher Certification Program

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 Texas Education Agency (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 rules required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code rules at www.tea.state.tx.us for details.

Contact Information: Mrs. Pamela Grossman, Director

County/District Number: 101-917

SBEC Approval Date: May, 1991

Program Specialists, Vanessa Alba and Mixon Henry, conducted a Texas Education Agency Compliance Audit of the Pasadena ISD Alternative Teacher Certification Program (ATCP), at 11111 Beamer Road in Houston, TX 77089, on November 5-7, 2012. The focus of the compliance audit was the initial alternative teacher certification program and the Generalist 4-8 certificate. The following are findings and recommendations for program improvement.

Scope of the Compliance Audit:

The scope of this audit is restricted solely to verifying compliance with Texas Administrative Code (TAC) §227, §228, §229, and §230.

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various quantitative and qualitative methodologies. A self-report was submitted to the Texas Education Agency on October 8, 2012. An on-site review of documents, candidate records, course materials, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Pasadena ISD-ATCP stakeholders by TEA staff. A total of four hundred twelve (412) questionnaires were

sent to stakeholders and two hundred five (205) responses were received which was a fifty percent (50%) response rate. The responses were received as follows: Thirty-three (33) out of forty-eight (48) advisory committee members (69%), seventy-seven (77) out of one hundred eighty (180) clinical teachers/interns (43%), sixty-one (61) out of one hundred thirty-eight (138) cooperating teachers/mentors (44%), four (4) out of five (5) field supervisors (80%), and thirty (30) out of forty-one (41) campus principals/administrators (73%). Quantitative and qualitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric aligned to Texas Administrative Code.

Opening and Closing Session:

The opening session on November 5, 2012, was attended by nineteen (19) people, including the following leadership staff: Dr. Kirk Lewis, Pasadena ISD Superintendent of Schools; Mrs. Pamela Grossman, Pasadena ISD ATCP Program Director; Mrs. Rosie Prusz, Pasadena ISD Associate Superintendent for Leadership and Instructional Support; and Mrs. Patricia Sanchez, Pasadena ISD ATCP Certification Officer. The closing session on November 7, 2012, was attended by twelve (12) people, including the same leadership staff.

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

FINDINGS:

Program support was indicated by the governing body of Pasadena ISD alternative teacher certification program per TAC §228.20(c) as evidenced by the participation and cooperation of the program director in all stages and steps of the compliance audit.

The advisory committee consists of forty-six (46) members from various stakeholder groups as follows: Thirty-nine (39) members represent public/private schools; one (1) member represents an education service center; two (2) members represent higher education; and four (4) members represent community/business interests. Pasadena ISD alternative teacher certification program meets TAC §228.20(b) requirements for advisory committee composition.

The first meeting of the 2012-2013 academic year was held on October 5, 2012. Thirty-one (31) members attended this meeting. The agenda reflects that a signed advisory committee "Membership Agreement" noting the roles and responsibilities of members for the current academic year was signed by attendees. An agenda, PowerPoint presentation, and original sign-in sheets were available as evidence that the meeting was held. The second meeting for the current academic year has not yet been scheduled.

Advisory committee meetings were held in previous years as follows:

- January 21, 2011; January 27, 2012; and May 25, 2012 for the 2011-2012 academic year. Agendas, PowerPoint presentations, minutes, and notes were available as evidence that the meetings occurred.
- May 20, 2011 for the 2010-2011 academic year. A PowerPoint presentation and minutes were available for review as verification.

Seventy-three percent (73%) of the advisory committee members indicated that they met two times per academic year and twenty-seven percent (27%) indicated that they met more than two times per academic year. The program meets the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

The advisory committee members reported the following in the affirmative, with percentages noted, in their questionnaire responses: They assist in the design/revision of curriculum (90%); overall program evaluation (100%); and major policy decisions of the educator preparation program (97%).

Based on the evidence presented, Pasadena ISD alternative teacher certification program is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

FINDINGS:

According to the self-report, to be admitted into the Pasadena ISD-ATCP alternative teacher certification program, the candidate must have a four year degree from an accredited institution of higher learning [TAC §227.10(a)(2)]; a passing score on a Pre-Admission Content Test (PACT) accepted by the program, but not required [TAC §227.10(a)(3)(C)]; an overall GPA of at least 2.5 or 2.5 in the last 60 semester hours (the program requires 2.7 in the last 60 hours) [TAC §227.10(A)]; twelve (12) semester credit hours in the subject-specific content field for the certification sought [TAC 227.10(a)(3)(C)]; demonstrate mastery of basic skills proficiency [TAC §227.10(a)(4)]; exhibit adequate oral communication skills; submit an application [TAC §227.10(a)(6)]; participate in an interview [TAC §227.10(a)(6)]; and meet any other requirements that the program determines (successful background check and letters of recommendation) [TAC §227.10(7)].

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of an official minimum score on the computer-based Test of English as a Foreign Language (TOEFL). In addition, the applicant must have his/her transcripts from an out-of-country non-English speaking university evaluated by an approved evaluation service [TAC §227.10(5)].

Nineteen (19) candidates' records were selected for review that included the following: nine (9) 2012-2013 academic year candidates' records and ten (10) 2011-12 finishers. The following verifiable evidence was found for admission criteria:

- Transcripts were found in the nineteen (19) records reviewed. Each transcript recorded indicated a bachelor's degree or higher was earned and met the requirements of TAC §227.10(a)(2);
- Pre-admission Content Test (PACT) scores were found in seven (7) of the nine (9) 2012-2013 academic year candidates' records and seven (7) of the ten (10) 2011-12

candidates' records. The passing scores on the pre-admission content test in candidates' records reviewed met the requirements of TAC §227.10(a)(3)(C);

- Worksheets and transcripts in the candidates' records provided evidence that candidates met the minimum GPA requirement of 2.5 or 2.5 in the last 60 hours. A GPA range of 2.5 (2.46) - 3.62 was noted in the nine (9) 2012-2013 candidates' records and the ten (10) 2011-2012 finisher records. The GPA range met the requirements of TAC §227.10(A);
- Worksheets and transcripts in the candidates' records provided evidence that candidates met the minimum of 12 semester credit hour requirement in the subject-specific content area for which certification was sought. This documentation met the requirements of TAC §227.10(C);
- Basic skills in reading, written communication, and mathematics were met using the Texas Success Initiative (TSI) degree conferred exemption. Verification of basic skills in each of the nineteen (19) candidates' records reviewed met the requirements of TAC §227.10(4) and TAC §230.21(a);
- One candidate's record that was reviewed was an out-of-country applicant. In a review of this record, it was noted that there were no TOEFL scores. In formal conversations with the program director, it was determined that the program was utilizing the Versant instead of the TOEFL. Since the program was not determining oral communication skills utilizing the SBEC approved exam, the program did not meet the requirements of TAC §227.10(5) or TAC §230.11(b)(5)(C);
- The transcript evaluation service utilized by the program to evaluate out-of-country transcripts is Span Tran Evaluation Services. The transcript evaluation was noted in the one out-of-country record reviewed and met the requirements of TAC §227.10(7)(e) and TAC §245;
- Each of the nineteen (19) candidates' records reviewed contained evidence of a completed paper application. An electronic version of the application could also be located on the website. The completed applications met the requirements of TAC §227.10(a)(6); and
- Each applicant is required to participate in an interview which is scored using a rubric. "Ventures for Excellence Teacher Interview" is the interview utilized by the Pasadena ISD Human Resource Department. The scored interview rubric was found in eighteen (18) of the nineteen (19) records reviewed and met the requirements of TAC §227.10(a)(6).

Other admission criteria that are published and applied consistently to all educator preparation candidates included three (3) letters of reference which were found in all nineteen (19) of the records reviewed and meet the requirements of TAC §227.10(7).

Additionally, it was noted in the document review that changes to the website were requested by the program director in 2009. While it appears that there are still errors on items posted on the website, the program is aware and continues to work to correct those errors. Publication of admission criteria met the requirements of TAC §227.10(7).

Career and Technology Education was not the focus of the audit and no records were reviewed. Since Pasadena ISD-ATCP requested guidance regarding Career and Technology Education

for the Career and Technology High School, a copy of the presentation from the summer 2012 webinar series was provided to the program director while on-site.

It was noted that no candidates were admitted with a grade point average of less than 2.5. [TAC §227.10(3)(B)] However, if the 10% rule should be used, the program director requested guidance regarding the type of evidence that would be required in a candidate's record. The appropriate evidence would be a document signed by the program director stating that the candidate was admitted with a grade point average below the required 2.5 and also explaining what the extraordinary circumstance was for making the exception. The number of candidates admitted using the exception should not exceed 10% of the cohort of candidates allowed by TAC §227.10(3)(B).

The self-report submitted by Pasadena ISD alternative teacher certification program stated that information about the program and its admission criteria was available on its website and at public seminars [TAC §227.10(7)].

Based on the evidence presented, Pasadena ISD alternative teacher certification program is not in compliance with TAC §227 – Admission Criteria.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30

FINDINGS:

Pasadena ISD-ATCP is approved to offer teacher certification in forty-one (41) certification fields (including those that are no longer active) and two (2) supplemental certifications (which attach to the base certificate). For the purpose of this compliance audit, the Generalist 4-8 certificate was selected as the certification area for in-depth review.

Qualifications necessary to be selected as a course instructor, as stated in the self-report, require the following: An advanced degree, Texas teacher certification in the corresponding content and grade level, more than five (5) years experience teaching content at the specific grade level in either a public or private school; and principal/superintendent certification is preferred. Instructors' credentials were presented for review and criteria for selection verified. Each of the instructors held a Master's degree and had the appropriate background or experience to provide instruction in the Generalist 4-8 certification area.

In reviewing the curriculum for the Generalist 4-8, it was found that the educator standards were the curricular basis for instruction as required by TAC §228.30(a). The evidence submitted prior to the audit included the educator standards alignment charts which were reviewed with the district curriculum staff during the second day of the on-site audit. In addition, focused field-based experiences were reviewed with the district curriculum team.

It was also noted that the Generalist 4-8 curriculum provided evidence that it addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a)(7). The evidence provided by the program included the TEKS alignment charts, course outlines, and focused field-based experiences. Since the Pasadena ISD-ATCP is housed within a school district, candidates participate in the district's TEKS training throughout the academic year.

The seventeen (17) subject matter topics were included in the coursework as prescribed TAC §228.30(b) as follows:

- The specified requirements for reading instruction adopted by the SBEC for each certificate were verified in the alignment charts and the instructors' lesson plans reflecting at least one lecture on each of the five essential components of reading (phonemic awareness, fluency, phonics, vocabulary, and comprehension as follows: Lesson Design & Assessment Seminar, Foundations of Reading, Diversity Seminar, Ongoing Training/District Curriculum/Technology Training, Vocabulary Teaching Strategies [TAC §228.30(b)(1)];
- Child development was verified in the alignment charts and course module outlines in Child Development A & B with Mind Mapping, discussion of theorists Maslow/Vygotsky/Piaget during pre-service training; Lesson Design & Assessment Seminars, the Foundations of Reading, and Diversity Seminars [TAC §228.30(b)(3)];
- Motivation was verified in the alignment charts and course module outlines and verified during pre-service training, Lesson Design & Assessment Seminar, Literacy Seminar, Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(4)];
- Learning theories were verified in the alignment charts and course module outlines. Learning theories were addressed in pre-service classes, Lesson Design & Assessment Seminar/Literacy Seminar, Foundations of Reading, Diversity Seminar, and in On-going Training/District Curriculum/Technology Training [TAC §228.30(b)(5)];
- TEKS organization, structure, and skills were verified in the alignment charts and course module outlines. They were addressed in pre-service training, Lesson Design & Assessment Seminar, Literacy Seminar, and in On-going Training/District Curriculum/Technology Training [TAC §228.30(b)(6)];
- TEKS in the content areas were verified in the alignment charts and course module outlines. They were addressed in pre-service training, Lesson Design & Assessment Seminar, Literacy Seminar, and in On-going Training/District Curriculum/Technology Training [TAC §228.30(b)(7)];
- State assessment of students was verified in the alignment charts. State assessment of students was addressed in pre-service training, Lesson Design & Assessment Seminar, Literacy Seminar; and in On-going Training/District Curriculum/Technology Training [TAC §228.30(b)(8)];
- Curriculum development and lesson planning were verified in the alignment charts and course module outlines. Curriculum development and lesson planning were addressed in Pre-service training, Lesson Design & Assessment Seminar, Literacy Seminar, Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(9)];
- Classroom assessment for instruction was verified in the alignment charts and course module outlines. Classroom assessment for instruction was addressed in Pre-service Training, Lesson Design & Assessment Seminar, Literacy Seminar, Foundations of Reading, Diversity Seminar, and in Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(10)];
- Diagnosing learning needs was verified in the alignment charts and course module outlines. Diagnosing learning needs was addressed in Pre-service Training, Lesson Design & Assessment Seminar, Literacy Seminar, Foundations of Reading, Diversity

Seminar, and in Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(10)];

- Classroom Management was verified in the alignment charts and course module outlines. Classroom Management was addressed in CHAMPS/Behavior management Pre-service training, Lesson Design & Assessment Seminar, and in Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(11)];
- Developing a Positive Learning Environment was verified in the alignment charts and course module outlines. It was addressed in Connecting Classroom Climate and Emotional Literacy. [TAC §228.30(b)(11)];
- Special populations were verified in the alignment charts and course module outlines; Special Education, Gifted & Talented, Dyslexia, and Autism through a one day training that addressed all special programs during pre-service training. ELPS were addressed in Pre-service training, Literacy Seminar, and Diversity Seminar. Special Education was addressed in Pre-service Training, Diversity Seminar, Ongoing Training/District Curriculum/Technology Training. Gifted & Talented Education was addressed in Pre-service Training and Diversity Seminar. ESL/Bilingual Education was addressed in Pre-service Training, Diversity Seminar, and in Ongoing Training/District Curriculum/Technology Training. [TAC §228.30(b)(12)];
- Parent Conferences were verified in the alignment charts and course module outlines. They were addressed during Pre-Service Training in Parents/Mentors module, Diversity Seminar, and in Ongoing training/District Curriculum/Technology Training [TAC §228.30(b)(13)];
- Communication skills were verified in the alignment charts and course module outlines. They were addressed during Pre-Service Training in Parents/Mentors module, Diversity Seminar, and in Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(13)];
- Instructional technology was verified in the alignment charts. It was addressed during Literacy Seminar and in Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(14)];
- Pedagogy/Instructional Strategies was verified in the alignment charts. Pedagogy/Instructional Strategies was addressed in Pre-service Training, Literacy Seminar, Foundations of Reading Seminar, Diversity Seminar, and in Ongoing Training/District Curriculum/Technology Training [TAC §228.30(b)(15)]; and
- Differentiated Instruction was verified in the alignment charts. Differentiated Instruction was addressed in Pre-service Training; Lesson Design & Assessment Seminar; Foundations of Reading Seminar; and in Ongoing training/District Curriculum/Technology Training [TAC §228.30(b)(16)].

Six hours of test preparation not embedded in any other coursework was provided for candidates prior to TExES testing as per TAC §228.30(b)(17) and TAC §228.35(a)(3). The evidence that was presented included alignment charts noting that the certification test preparation occurred during Ongoing Training/District Curriculum/Technology Training.

There were no concerns regarding the Generalist 4-8 certification field, but other certification fields are problematic in terms of adequately addressing content and standards per Texas Administrative Code. Unless the program is requiring the Pre-Admission Content Test (PACT) route to certification for all certification fields that the program offers, the Pasadena ISD-ATCP will need to be prepared to offer content training for all certification fields.

Clinical teachers and interns were asked to respond to a series of questions prepared by TEA in order to verify aspects of the curriculum, its delivery, and its effectiveness. Specifically, the candidates were asked to respond to the following question: "Do you feel that the EPP prepared you for the teaching experience in the following areas?" The responses follow:

100% Yes

- Reading strategies across the curriculum for all grade levels;
- Child and/or adolescent development;
- Instructional methods for motivating students;
- TEKS organization, structure, & skills;
- Utilizing TEKS in content areas;
- How to develop a lesson;
- How to utilize a variety of classroom assessments for your students;
- Models & methodologies in classroom management prior to placement as a teaching candidate;
- Laws & standards regarding students with special education needs;
- Variety of instructional strategies in your classroom;
- Differentiating/changing instruction to meet individual student needs; and
- Instructional technology in the classroom.

98.7% Yes

- Texas Educators' Code of Ethics;
- Theories of how people learn;
- How to use formative assessment to diagnose student learning needs; and
- Standards & teaching strategies for students with limited English proficiency.

97.3% Yes

- Standards & teaching strategies for students designated as GT; and
- Conducting parent conferences

95.9% Yes

- Teacher's responsibilities for administering the State of Texas assessment (STAAR)

Based on evidence presented, Pasadena ISD alternative teacher certification program is in compliance with Texas Administrative Code Section §228.30 – Educator Preparation Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas
Administrative Code (TAC) §228.35

FINDINGS:

Currently, the Pasadena ISD alternative teacher certification program is delivered in a face-to-face format. There has been a significant change in the program since the last program audit. Twelve semester hours of coursework that were previously offered by the University of St. Thomas are now taken within the Pasadena ISD-ATCP. The four (4) courses offered by the University of St. Thomas based on a candidate's certification area were: Generic Teaching Strategies; Foundations of Reading; Reading in the Content Areas; and Instructional Strategies for Content Area in ESL. Pasadena ISD-ATCP submitted a letter to the Director of Educator Certification and Standards on August 30, 2012, reporting that all coursework and training would be offered within the Pasadena ISD-ATCP.

The total Pasadena ISD-ATCP program consists of three hundred six (306) clock-hours. This meets the requirements set forth in TAC §228.35(a)(3). Evidence was found in the hours chart within the self-report submitted by the program and in a review of candidates' records.

Thirty clock-hours of field-based experience were verified prior to internship as per TAC §228.35(d). Evidence was found in "Field Experiences Log Books" in 16 of the 18 records reviewed. One 2012-2013 academic year candidate is still in process of completing the field-based experiences, so there was not a "Field Experiences Log Book" available for review. Fifteen clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method per TAC §228.35(a)(3)(A). Pasadena ISD alternative teacher certification program utilizes this option and has a selection of eleven (11) videos. The list of videos was submitted via email prior to the on-site audit. At the time of the on-site audit, it was verified that the following videos were utilized:

- Profile of Effective Teaching Special Education featuring Sydnie Moore and her 3rd – 5th grade Special Education Class;
- Teach Me Different with Sally Smith;
- Experienced Teacher Classroom Observations Module 1 English Language Development 3rd Grade;
- Beginning Teacher Classroom Observations Module 2 English Language Development 1st Grade;
- Beginning Teacher Classroom Observations Module 3 English Language Development 7th Grade;
- Beginning Teacher Classroom Observations Module 6 Grammar Lesson 12th Grade;
- Beginning Teacher Classroom Observations Module 7 Small Group Reading Lesson 1st Grade;
- Beginning Teacher Classroom Observations Module 8 English Literature 10th Grade;

- Beginning Teacher Classroom Observations Module 13 English as a Second Language 9th- 12th Grade;
- The Engaging Classroom, Kristi Trahan, Physics; and
- Good Morning Ms. Tolivar.

It was noted that one candidate out of the nineteen records reviewed has utilized this option for 3 clock-hours of their field-based experiences. The candidate was required to write a reflection, which was included in the “Field Experience Log Book”. The utilization of videos met the requirements of TAC §228.35(a)(3)(A).

The field-based experiences were verified as being completed in a variety of educational settings with diverse student populations including observation, modeling, and demonstration of effective practices to improve student learning. The “Field Experience Log Book” included the campus name, grade level, subject, and school demographic information. A hard copy of the log is retained by the program and the candidates’ reflections with the information noted are kept in the candidates’ records. This met the requirements of TAC §228.35(d).

Per TAC §228.35(a)(3)(B), 80 clock-hours of coursework and/or training shall occur prior to student teaching, clinical teaching, or internship. The Pasadena ISD-ATCP provides 82 clock-hours of coursework and/or training prior to internship, which was verified in the program module schedule, the program hours chart, and in the candidate’s tracking of modules completion. This met the requirements of TAC §228.35(a)(3)(B).

Per TAC §228.35(a)(3), an educator preparation program shall provide each candidate with six (6) clock-hours of explicit test preparation that is not embedded in any other curriculum. The program presented the schedule of test preparation sessions and the representative test for each candidate that was utilized during the test preparation sessions. In addition, original sign-in sheets were provided by the program. Test preparation met the requirements of TAC §228.35(a)(3).

Per TAC §228.35(a)(5), all coursework and training shall be completed prior to educator preparation program completion and standard certification. The evidence presented by the program included program benchmarks, a review of the program schedule and district modules completion, and each Pasadena ISD-ATCP “Intern Certification Plan”. This met the requirements of TAC §228.35(a)(5).

Fifty clock-hours of training provided by a school district and/or campus [TAC§ 228.35(a)(6)] was utilized toward the total number of program hours. In a review of 19 candidates’ records, evidence was found that the range of school district and/or campus hours was from 17.5 - 50 clock-hours. This was noted on each of the candidate’s “Intern Certification Plan” and also recorded in candidates’ school district training record documented in Eduphoria. Training provided by a school district and/or campus met the requirements of TAC §228.35(a)(6).

Per TAC §228.35(a)(7), the program implemented may allow candidates to substitute prior ongoing experience and/or professional training for part of the educator preparation requirements. However, previous experience cannot replace internship, student teaching, or clinical teaching. Pasadena ISD ATCP did not have policies available for such an accommodation. The program also did not have any candidates that utilized this option.

Per TAC §228.35(d)(2)(C), an internship of 180 school days or an academic year is required for teaching candidates. The assignments must match the certification field for which the individual is accepted into the program and trained. In addition, according to TAC §228.35(d)(2)(C), the intern should be issued the appropriate probationary certificate and be classified as “teacher of record” on the campus PEIMS data. The evidence presented included Internship placement lists with a start and end date of the assignment for each candidate, Pasadena ISD information with placement information, and placement information in each candidate’s file. A copy of the probationary certificate was found in each candidate’s file. Internship met the requirements of TAC §228.35(d)(2)(C). There were no candidates in the program who needed an internship for up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

Pasadena ISD-ATCP does not offer clinical teaching; Therefore TAC §228.35(d)(2)(B) was not applicable to the program.

All internships were completed within the Pasadena ISD in an actual school setting, rather than a distance learning lab or virtual school setting. The internship placement lists were provided as evidence. Pasadena ISD-ATCP met the requirements of TAC §228.35(d)(2)(C)(ii).

Pasadena ISD-ATCP provided candidate placement information showing the name of the mentor teacher and the name of the campus where the candidate is placed. There is also a Pasadena ISD-ATCP policy in place so that the campus principals know the requirements for campus mentors. The mentors have to make application to become a campus mentor and the principal of the school has the final authority on the mentor assigned to the candidate. The program meets the requirements of TAC §228.35(e) and TAC §230.3(c)(3).

According to TAC §228.35(e), Pasadena ISD-ATCP is responsible for providing mentors training that is scientifically-based or verify that training has been provided by a school district or education service center. The training that mentor teachers receive is conducted by Pasadena ISD ATCP and documented in the Eduphoria staff development database. Mentors new to mentoring are required to take “Foundations of Mentoring” and “Another Set of Eyes”. Experienced mentors must take a one day six hour update selected from any of the offerings listed in the Pasadena ISD course offering schedule. Mentor trainings occur during the afternoon/evening hours or on Saturdays. The dates that the training occurred was noted in the database and dated sign-in information for the online training was recorded by the Pasadena ISD-ATCP. The program met the requirements of mentor training per TAC §228.35(e).

TAC §228.35(f) states that supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The Pasadena ISD-ATCP currently has five (5) field supervisors. All of the field supervisors’ resumes reflect a master’s degree. Three (3) of the five (5) field supervisors are currently serving as field supervisors for the 2012-2013 academic year. Training material included a handbook and agendas noting September 5, 2012, as the training date and met the requirements of TAC §228.35(f). In addition, an agenda with the specifics of TAC §228.35(f) was noted in weekly meetings for field supervisors. Pasadena ISD ATCP met the requirements of TAC §228.35(f).

Initial contact by the field supervisor was made within the first three weeks of the assignment as required by TAC §228.35(f). Contact was/may be made by telephone, email, or other electronic communication. The evidence presented for review was a general meeting with documentation noted for the 2012-2013 academic year. The date of that meeting was September 5, 2012. There was also documentation in the form of original signatures that candidates attended the

first contact meeting. Initial contact between the field supervisor and the candidate met the requirements of TAC §228.35(f).

According to TAC §228.35(f)(3), during internship, the program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester. Verifying that field supervisors conducted observations per TAC §228.35(f)(3) were dated observation forms signed by the candidate and field supervisor in each candidate's file.

According to TAC §228.35(f)(1) observations must be at least 45 minutes in duration and conducted by the field supervisor [TAC §228.35(f)]. TAC §228.35(f)(2) also states that the first observation must be conducted within the first six weeks of all assignments. The Pasadena ISD-ATCP observation forms had start and stop times noted indicating that observations were a minimum of 45 minutes in duration. The first observation was completed within the first six weeks of assignment and verified on the original observation forms provided in the candidates' records. Observation forms provided evidence that instructional practices observed by the field supervisor were retained in the candidate folders. The interactive conference with start and stop time was also noted on the retained observation forms.

It is the responsibility of Pasadena ISD-ATCP to provide a copy of the written feedback to the candidate's campus administrator as required by TAC §228.35(f). A multi-copy observation instrument was found in the candidate's record with principal distribution noted. It was also noted that other people were provided with a copy of the observation instrument. This was discussed with the program director. The program met the requirements of TAC §228.35(f).

Additional informal observations and coaching were provided by the program as specified in TAC §228.35(f) by additional dated observation instruments in the candidates' records.

As specified in TAC §228.2(13) and TAC §228.35(c), an individual who has not been accepted into an educator preparation program before June 15 and who was hired for a teaching assignment after June 15th of the academic year is considered a "late hire." The candidate is still responsible for completing 30 clock-hours of field-based experiences as well as 80 clock hours of initial training. It is the responsibility of the program to ensure that both of these are completed within ninety (90) school days of the assignment. The program provided sufficient evidence of late-hires completing all late-hire requirements within the time frame requirements. There was one 2012-2013 academic year candidate who was a late hire whose record was reviewed.

Based on evidence presented, Pasadena ISD-alternative teacher certification program is in compliance with Texas Administrative Code Section §228.35 – PROGRAM DELIVERY AND ON-GOING SUPPORT.

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

FINDINGS:

Pasadena ISD alternative teacher certification program has a candidate benchmarking process as prescribed by TAC §228.40(a). Benchmarking exists for each candidate on the Intern Certification Plan which verifies training completed prior to internship, during the internship, and prior to certification assessment. This documentation is required of all candidates and was present in the candidates' records reviewed. The self-report that detailed the benchmark activity, timeline, and person responsible served as evidence of documentation of the process. The Intern Certification Plan and benchmarking process met the requirements of TAC §228.40(a).

Pasadena ISD alternative teacher certification program does not have a candidate assessment process as prescribed by TAC §228.40(a). There was limited evidence to substantiate structured assessments within the course modules. There was evidence, in the form of pre- and post- tests, for the PPR prior to beginning the training and prior to granting test approval for the PPR exam. Due to the limited assessments within the course modules required for certification, the Pasadena ISD-ATCP did not meet the requirements of TAC §228.40(a).

Readiness for testing [TAC §228.40(b)] is determined by a review of each candidate's record (Intern Certification Plan) verifying that the candidate has met the criteria for testing with the date noted. According to TAC §228.40(b), the program shall not grant test approval for the Pedagogy and Professional Responsibilities test until the candidate has met all the requirements for admission to the program and has been fully accepted into the educator preparation program. Candidates are not granted test permission until the candidate has completed the representative test for the PPR. This was also documented on each candidate's Intern Certification Plan. While Pasadena ISD-ATCP met the requirements of TAC §228.40(b), it is advised that the program not prevent candidates from taking the PPR exam based on attaining a specific score on a representative test.

Evaluation of the program's design and delivery of the curriculum should be continuous per TAC §228.40(c). Information such as performance data, scientifically-based research practices, and the results of internal and external assessments should be included in the evaluation process. The evidence presented for curriculum review included internal questionnaires at the completion of each course and documented in Eduphoria, surveys, and advisory committee meeting agendas and minutes. The evidence presented for review met the requirements of TAC §228.40(c).

According to TAC §228.40(d), the program will retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion. Records are retained for five (5) years and securely stored in both paper and electronic formats. Candidate records were stored in locked file cabinets in a locked room in the Pasadena ISD-ATCP building located at 11111 Beamer Road, Houston, TX 77089 and dated back twenty (20) years. This was verified at the time of the on-site audit and met the requirements of TAC §228.40(d).

Based on evidence presented, Pasadena ISD alternative teacher certification program is not in compliance with Texas Administrative Code §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

COMPONENT VI : PROFESSIONAL CONDUCT (TAC) §228.50

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators’ Code of Ethics).

It was documented in the self-report that candidates receive information regarding the Texas Code of Ethics in training and handbooks provided by the program, and by signing an acknowledgement of reading and understanding the Texas Educator’s Code of Ethics. The Code of Ethics is addressed in a Mini-Teach Module for candidates. The signed acknowledgement regarding the Texas Educator’s Code of Ethics was documented in five (5) of the nineteen (19) candidate records reviewed. It is important to note that the Pasadena ISD-ATCP has recently (2012-2013 academic year) implemented that candidates sign a document regarding the Code of Ethics. The candidates are provided with a copy of the Ethics Training. The items were verified at the time of the on-site audit.

It was documented in the self-report that staff members of the educator preparation program are made aware of the Texas Educator’s Code of Ethics via information that is provided at staff meetings with the item noted on the dated agendas, via district training, and the program staff teach the Texas Educator’s Code of Ethics during the Mini-Teach Module training for candidates. This was verified at the time of the on-site audit.

Based on evidence presented, Pasadena ISD alternative teacher certification program is in compliance with Texas Administrative Code §228.50 – PROFESSIONAL CONDUCT.

Senate Bill 174/Texas Administrative Code §229

Current Accreditation Status

Pasadena ISD alternative teacher certification program currently has an accreditation status of “Accredited”.

Standard I: Results of Certification Exams

Pass Rate Performance:	2008-2009	2009-2010	2010-2011	2011-2012
	Final 80% Standard	70% Standard	75% Standard	80% Standard
Overall:	100%	99%	98%	98%
Demographics	NA	NA	NA	NA
Test Areas:				

Marketing Education (8-12)	NA	0%	NA	NA
BTLPT-Spanish	NA	NA	NA	75%
PPR 4-8	NA	NA	NA	0%

The testing record of candidates-% passing on the first attempt was presented in the opening session presentation as follows:

Completion Year 2011	PPR (All)	Generalist 4-8
# of people testing	77	31
# of tests taken	82	33
# of multiple tests taken	(*)	(*)
% tests passed	94%	94%

In addition, TEA program specialists verbally stated the testing record of candidates on the first attempt for the Generalist 4-8 content exam during completion year 2012. There were ten (10) candidates who took twelve (12) tests for an 83% pass rate.

PROGRAM RECOMMENDATIONS

Program Compliance Recommendations are based on the findings of the Texas Education Agency technical assistance visit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) rules and correct the issue IMMEDIATELY. General Recommendations are suggestions for program improvement only. Failure to comply with TAC rules governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC 229 beginning in 2010.

PROGRAM COMPLIANCE RECOMMENDATIONS: In order to meet requirements of all Texas Administrative Code rule governing educator preparation programs, the following recommendations are made:

TAC §228.10 Admission Criteria

- Require that all out-of-country applicants meet oral communications skills with an acceptable score on the TOEFL per TAC §227.10(5) as specified in TAC §230.11(b)(5)(C). This should be corrected immediately.

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

- Require assessments within the course modules per TAC §228.40(a) specifically geared toward candidates within the Pasadena ISD ATCP. This should be corrected immediately.

GENERAL PROGRAM RECOMMENDATIONS:

Component I: Governance of Educator Preparation Programs – General Recommendations:

- Consider utilizing an advisory committee template for the two required meetings per academic year to ensure that required TAC items are addressed and discussed during at least one of the two meetings (September 1 – August 31) in any given academic year; and
- Consider expanding the advisory committee membership to ensure that a broad range of perspectives are considered and objective opinions are noted.

Component II: Admission Criteria – General Recommendations:

- Consider requiring a passing score on Pre-Admission Content Tests (PACT) to ensure that Pasadena ISD-ATCP is able to focus on content methodology and Pedagogy & Professional Responsibilities, otherwise create a content-based curriculum for each certification area for which the program is approved to offer;
- Re-consider utilizing a program created interview or if the Pasadena ISD-ATCP decides to continue use of the Ventures interview and rubric that is used by the Human Resource Department, consider a cut score for that interview and publish the cut score so that applicants are aware of the interview requirements; and
- Ensure that the Pasadena ISD-ATCP website is updated and that any incorrect admission requirements are removed.

Component IV: Program Delivery and Ongoing Support - General Recommendations:

- Consider creating a systematic method of documenting the number of training hours prior to internship, with specific dates noted to meet the criteria of TAC §228.35(a)(3)(B);
- Consider implementing a policy for the requirements of TAC §228.35(d)(2)(C) and make the information known to candidates in handbooks, on the program's website, or in documents distributed to them that states the requirements regarding internship that may be up to 30 days less than the minimum if due to maternity leave, illness, or late hire date to protect the program in case the need arises;
- Ensure that a separate signature line for the field supervisor and the teaching candidate is included in the interactive conference that follows the formal observations by the field supervisor; and

- Consider a signed FERPA statement so that copies of the formal observation instrument of the candidate by the field supervisor are not distributed to others without the candidate's consent.

Component V: Assessment and Evaluation of Candidates for Certification and Program Improvement- General Recommendations:

- Consider Performance-based assessments scored on a rubric for each of the modules required for candidates seeking certification; and

Component VI: Professional Conduct - General Recommendations:

- Consider utilizing the TEA approved Ethics Training for both candidates and staff within the Pasadena ISD-ATCP.

Overall General Program Recommendations:

- Align the verbiage of the Pasadena ISD ATCP with the verbiage of TAC rule (Ex: applicant/candidate/internship/field supervisor/mentor/campus principal);
- 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 Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to Texas Administrative Code (Webinar Series);
- Continue to participate in webinars provided by the Division of Educator Certification & Standards to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code; and
- Continue to maintain communication with the program specialist assigned to the Pasadena ISD alternative teacher certification program for the purpose of asking questions about current requirements in TAC for Governance; Admissions; Curriculum; Program Delivery & On-Going Support; Program Evaluation; and Professional Conduct (TAC § 227-229).