

## Item 11: Request to Approve a New Educator Preparation Program: Andrews ISD Teacher Academy Alternative Certification Program

### DISCUSSION AND ACTION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by Andrews ISD Teacher Academy Alternative Certification Program (ACP), located in Andrews, Texas to be approved as an educator preparation program (EPP) to prepare and recommend candidates for certification through the alternative certification route. Texas Education Agency (TEA) staff reviewed the proposal and found that it complied with provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Chapter 228, Requirements for Educator Preparation Programs, Chapter 229, Accountability System for Educator Preparation Programs, and Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements.

**STATUTORY AUTHORITY:** The statutory authority related to the approval of educator preparation programs are the Texas Education Code, §21.0443 and §21.044.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**EFFECTIVE DATE:** Upon SBEC approval with enrollments to begin July 29, 2024.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC approves all EPPs. The prospective EPP prepares and completes an extensive application addressing the SBEC-required ten components below. While the elements of the application were reviewed according to the legacy 228 rules in effect, the applicant has included many of the requirements in the new Chapter 228 which will ensure a smooth transition into compliance with all requirements in the new Chapter 228 after September 1. The required post-approval site visit will evaluate for implementation of new Chapter 228 requirements.

Component	Component Description
<b>1. Governance</b> (19 TAC §228.20)	Pertaining to the EPP's advisory committee functions, responsibilities, and program amendments.
<b>2. Admission</b> (19 TAC §§227.10 and 227.17)	Pertaining to admission criteria and formal admission required of all applicants seeking initial certification in any class of certificate.
<b>3. Educator Preparation Curriculum</b> (19 TAC §228.30)	Pertaining to standards-based curriculum required of all candidates seeking certification.
<b>4. Preparation Program Coursework and/or Training</b> (19 TAC §228.35)	Pertaining to how the educator preparation program prepares candidates for educator certification and ensures they are effective in the classroom.

<p><b>5. Assessment and Evaluation of Candidates for Certification and Program Improvement</b> (19 TAC §228.40)</p>	<p>Pertaining to how the EPP has established benchmarks and structured assessments of a candidate’s progress throughout the EPP.</p> <p>Pertaining to how the EPP continuously evaluates the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments.</p>
<p><b>6. Professional Conduct</b> (19 TAC §228.50)</p>	<p>Pertaining to how the educator preparation program ensures that the individuals preparing candidates, and the candidates themselves, understand and adhere to Chapter 247 relating to the Educators’ Code of Ethics.</p>
<p><b>7. Complaints and Investigations Procedures</b> (19 TAC §228.70)</p>	<p>Pertaining to the EPP’s responsibilities for maintaining a process through which a candidate or former candidate in an EPP, an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, internship, or practicum experiences may submit a complaint about an EPP for investigation and resolution.</p>
<p><b>8. Certification Procedures</b> (19 TAC §§230.36, 230.37, and 230.31)</p>	<p>Pertaining to the requirements for the issuance of Intern, Probationary, and Standard certificates.</p>
<p><b>9. Required Submission of Information, Surveys, and Other Data</b> (19 TAC §229.3)</p>	<p>Pertaining to all data and information an educator preparation program must submit to TEA.</p>
<p><b>10. Candidate Training and Support on Inclusive Practices for Students with Disabilities</b> (19 TAC §228.10(a)(1)(J))</p>	<p>Pertaining to coursework and clinical experience requirements for training educator candidates in proactive instructional planning techniques and inclusive practices for all students including students with disabilities and English language learners.</p>

The proposal is reviewed by several TEA staff members who hold extensive discussions with the applying entity to ensure compliance with the SBEC rules. The Andrews ISD Teacher Academy ACP application meets the minimum requirements for approval by the SBEC. The attachment includes an Executive Summary that describes how the program will meet each of the SBEC-required components for program approval.

TEA staff members, Lorrie Ayers, and Rebecca Bunting conducted a pre-approval site visit on May 9, 2024, and found that Andrews ISD Teacher Academy ACP complied with the provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs, that govern approval of educator preparation programs.

Representatives from Andrews ISD Teacher Academy ACP will attend the July 19, 2024 SBEC meeting and will address the Board's questions related to their application as needed.

**Certifications Requested:**

- Core Subjects with Science of Teaching Reading (STR): Early Childhood-Grade 6
- English Language Arts and Reading: Grades 7-12
- Mathematics: Grades 7-12
- Science: Grades 7-12
- Technology Applications: Early Childhood-Grade 12

**Anticipated Enrollment Start Date:** July 29, 2024

**Anticipated Number of Candidates for the First Year:** 10

**Cost of the Program per Participant:** \$4,200-\$4,400

**PUBLIC AND STUDENT BENEFIT:** The addition of this new educator preparation program will increase the number of qualified certified educators in Texas.

**MOTION TO BE CONSIDERED:**

Approve Andrews ISD Teacher Academy Alternative Certification Program as a new educator preparation program as presented.

**Staff Members Responsible:**

Lorrie Ayers, Director of EPP Management, Educator Preparation and Certification  
Viviana Lopez, Program Specialist, Educator Preparation and Certification

**Attachment:**

Executive Summary for Andrews ISD Teacher Academy Alternative Certification Program

**ATTACHMENT****Executive Summary****Introduction**

Andrews ISD Teacher Academy Alternative Certification Program (AISD ACP) is located at 201 NW Avenue D, Andrews, TX 79714. This program will serve small and rural districts in the Permian Basin and West Texas. Due to the vastness of Region 18 and surrounding regions, there is a need for a program that understands the dynamics of smaller and rural districts. AISD ACP anticipates certifying at least ten candidates each year. Certification categories offered will be Core Subjects w/Science of Teaching Reading (STR) EC-6, English Language Arts and Reading (ELAR) 7-12, Mathematics 7-12, Science 7-12, and Technology Applications EC-12. The anticipated program start date is July 29, 2024. The cost to complete the program for one candidate is \$4,200-\$4,400.

**Component 1: Governance of Educator Preparation Programs**

The AISD ACP Advisory Committee members, selected based on expertise in the field of education and ability to provide guidance on the program, include one public school member, one Region 18 Service Center member, two institutions of higher education members, and two business/community members. If a candidate enrolls from a different geographic area, the Director will work with the corresponding Education Service Center to add a representative from that area. Committee members will receive a copy of the Advisory Committee Handbook and training prior to their first meeting. Meetings will occur in person at Odessa College Andrews and online via Google Meet in January and July and will focus on program performance, guidance, and governance.

**Component 2: Admission Criteria**

For admission into the program, candidates must have a bachelor's degree from an accredited university with a minimum GPA of 2.5 and at least 12 semester credit hours in the content area in which they are applying for certification (15 credit hours if pursuing certification in Math 7-12 or Science 7-12). They must demonstrate college-level English language proficiency and receive an acceptable score in an interview with the Director. Applicants must submit an application, pass a criminal background check, and receive/accept an admission offer letter. Candidates who do not meet the required subject-specific content hours may be considered for admission if they pass the Pre-Admission Content Test (TX PACT). Candidates who do not meet minimum GPA requirements may be considered for the 10% exception policy if they meet the required scores in their interview with the Director, have experience that demonstrates equivalent academic achievement, and pass the appropriate TX PACT. Candidates from out-of-country will not be eligible to apply. Candidate permanent records will be kept in a locked filing cabinet in the Director's office and on password-protected computers for five years.

**Component 3: Educator Preparation Curriculum**

Program coursework is rigorous, standards-aligned, and research-based. The curriculum includes modules on pedagogy, subject-specific pedagogy, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), Pre-K Guidelines, and content area literacy. Additional content includes reading, Educators' Code of Ethics, mental health, substance abuse, youth suicide, dyslexia, and digital learning. Performance-based assessments with rubrics are provided throughout the courses to allow candidates to create materials for their

classroom and assess for mastery of knowledge and skills. Online coursework was created by Dr. Krista Scott and instructional leaders in AISD.

#### **Component 4: Delivery & Ongoing Support**

This program is delivered 100% online in Schoology. The estimated length of time required to complete the program is one year and 18 weeks, which includes 300-340 clock hours of coursework. These hours include 50 hours of early field-based experiences (FBE). According to requirements in Texas Administrative Code (TAC), candidates will complete one full school year of internship. During internship, candidates are assigned a field supervisor and mentor. Field Supervisors will be required to attend T-TESS Field Observation Training. Field Supervisors and Mentors will be required to attend annual training, which includes observation expectations, providing effective feedback, and other coaching and reporting requirements. Field Supervisors and Mentors are required to contact candidates within three weeks of initial intern assignment. The Mentor will provide guidance through a minimum of five observations throughout the internship, and the Field Supervisor will provide five formal and six informal observations during the internship year. At the end of the internship, the Field Supervisor and Site Supervisor will provide a recommendation to the program. Quality Matters is the framework and training that is and will be used for online courses and instructors. AISD ACP has been approved for candidacy status by Quality Matters. Instructors are expected to interact with candidates within Schoology and through email to provide remediation and instructional and technical support as needed. Candidates will interact with the instructor and classmates via an online discussion board, and candidate time on task will be tracked through analytics, assignment links, 240 Tutoring, and the Gradebook in Schoology. Additional technical support can be obtained by filling out the Need Help? form or contacting [altcert@andrews.esc18.net](mailto:altcert@andrews.esc18.net).

#### **Component 5: Candidate and Program Evaluation**

Candidates will be monitored throughout the coursework and internship through assignments, performance-based assessments, test preparation, and observation feedback. Before certification testing, candidates must be admitted into the program, complete 240 Tutoring instructional materials, and make an 80 or higher on a Practice Exam in 240 Tutoring. AISD ACP will evaluate the program and curriculum through surveys, course and TExES performance, program completion rates, and candidate success. The data collected through these means and the Educator Preparation Data Dashboard will be analyzed to determine areas for improvement. The advisory committee will provide input on improvement plans based on this information.

#### **Component 6: Professional Conduct**

Instructors, staff, and candidates will be required to sign an acknowledgment form of understanding and agreeing to adhere to the Texas Educator Code of Ethics. Candidates will also complete a Texas Educator Code of Ethics assignment and a module with additional assignments that include the TEA Ethics videos.

#### **Component 7: Complaints Process**

Candidates, personnel, or other stakeholders may file a Level One formal complaint by submitting a Complaint Form within 15 days of having knowledge of the issue. Within 10 days of filing, the lowest level staff member with authority to resolve the complaint will investigate and schedule a conference with the person filing the complaint followed by a written response within 10 days. If the complaint is not resolved, the stakeholder can file an appeal and move to Level Two. At this level, the AISD ACP legal authority or designee has 10 days to set a conference and 10 days to

provide a written response after the conference. The Complaint Process, including details regarding how to file a complaint with TEA, is posted on the website, in the program handbook, and onsite.

**Component 8: Issuance of Certificates**

Candidates must complete pre-service coursework, pass the appropriate content area TExES exam(s), and complete 50 FBE hours to qualify for a teacher Intern certificate. Candidates must complete these same requirements and pass the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES exam to qualify for a Probationary teacher certificate. To qualify for a Standard certificate, a candidate must complete all internship requirements, including a recommendation from the Field Supervisor and Campus Principal. AISD ACP assures that it will follow all rules on the issuance of Intern, Probationary, and Standard certificates as outlined in 19 TAC Chapter 230.

**Component 9: Accuracy of Data Reporting**

AISD ACP assures that the program will follow all rules pertaining to state and federal reporting.

**Component 10: Candidate Training & Support on Inclusive Practices for Students with Disabilities**

AISD ACP has incorporated instruction and support of inclusive practices throughout the coursework and clinical experiences across all content areas. Candidates will first be introduced to proactive instructional planning techniques and inclusive practices in the Knowledge of Students and Learning Course. This content is then incorporated in remaining courses, including instruction on pedagogy, data-driven practices, and instructional planning. Detailed instruction is included on accommodations, differentiation, and extension activities for special populations. Candidates will be expected to observe and demonstrate these practices in field-based experiences, through performance-based assessments, and in formal observations.