



2017 – 2018 Continuing Approval Review Report

Introduction

A 5-year Continuing Approval Desk Review was conducted by Kerri Elzie of the Education Career Alternatives Program – ECAP (227-701) educator preparation program (EPP) on February 25, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. ECAP was originally approved as an EPP on November 17, 2000.

Sharon Fikes is the program Legal Authority, and Micah Fikes is the primary contact for the 2017-2018 review. ECAP is approved as an alternative certification program for classroom teacher certification. The EPP reported 356 program finishers for the 2016-2017 reporting year and 298 finishers for 2017-2018.

Candidate records were reviewed for ten classroom teaching candidates. The results were discussed with EPP staff on March 19, 2019. Attending from the EPP were: Sharon Fikes, Micah Fikes, and Scott Fikes.

Results

1. Admission requirements as identified in 19 TAC Chapter 227 were met, except for several candidates across the 2015-16, 2016-17 and 2017-18 years who did not meet English proficiency standards by having an acceptable college degree or passing score on the Test of English as a Foreign Language (TOEFL iBT). Related data were not accurately reported to the Texas Education Agency. [19 TAC §227.10]

Multiple candidates who were admitted could not be located on the GPA spreadsheets submitted to TEA. In some cases, there were dates of formal admission that did not correspond to the dates reported to TEA. [19 TAC §227.17, §229.3, §230.11(b)]

2. A review of candidate records revealed that candidate enrolled status was reported accurately in the Accountability System for Educator Preparation (ASEP) system for only 50% of reviewed candidates for each year of enrollment. [19 TAC §229.3].
3. Candidate records for internships as required by 19 TAC §228.35 revealed that ECAP provided adequate field supervision for all candidates, and that all candidates who were required to hold an intern or probationary certificate were appropriately certified. [19 TAC §228.35, §230.36, and §230.37]
4. A review of candidate records revealed that 89% of candidates in the sample who received standard certificates met requirements as identified in 19 TAC Chapter 230; however, one candidate from the original sample of ten who was admitted in July 2016 did not meet the TOEFL speaking score of 26 established by the SBEC in May 2006. An additional candidate admitted in July 2016 did not meet the required TOEFL speaking score. Several other candidates with degrees from other countries did not meet the required TOEFL score(s) at the time of admission or certification, but now meet the current TOEFL scores of Speaking – 24, Listening – 22, Reading – 22, and Writing – 21, as established by the SBEC effective October 17, 2017. [19 TAC §230.11(b)(5)(B)]



Next Steps

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

- Ensure that all admitted candidates meet English language proficiency requirements by having an acceptable degree or passing scores on the TOEFL iBT. Two candidates who were issued standard certificates and who were identified as not meeting the current or previous TOEFL standard will be given an opportunity to retake the test and achieve current score requirements.
- Ensure that all admitted candidates have a clear formal admission date that is consistent on the letter of admission, GPA spreadsheets, and test approval.
- Ensure that all candidates are reported accurately to TEA for every year of enrollment.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.