



## 2017 – 2018 Houston ISD Continuing Approval Review Report

### Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba of the Houston ISD (101912) educator preparation program (EPP) on January 28, 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. Houston ISD EPP was originally approved as an EPP on July 1, 1985.

Dr. Grenita Lathan, Interim Superintendent of Schools, is the program Legal Authority and Donovan James, certification officer, was the primary EPP contact for the 2017-2018 review. LaShawn Porter, back-up legal authority, is the current primary contact for the 2017-2018 review. Houston ISD EPP is approved for the following certificate classes: Teacher, School Counselor, Educational Diagnostician, School Librarian, Master Reading Teacher, and Master Technology Teacher. Certification is offered in these routes: ACP only. The EPP reported 88 program finishers for the 2016-2017 reporting year and 55 finishers for 2017-2018.

Candidate records were reviewed for sixteen (16) candidates from the following active certificate classes: Teacher (seven files reviewed), Educational Diagnostician (five files reviewed), and School Counselor (four files reviewed). The results were discussed with EPP staff on February 4, 2019. Attending from the EPP were: LaShawn Porter and Antanita Harvey, Grant Administrator.

### Results

1. Admission requirements as identified in 19 TAC Chapters 227 and 239 were reviewed.

Six (6) out of seven (7) teacher files, 86%, had an admit date that was correctly reported in ECOS and matched the corresponding formal offer of admission letter paper document. The seventh file had a different admit date in ECOS than was documented on the formal offer of admission letter. All teacher candidates were admitted with at least a bachelor's degree. Six (6) out of seven (7), 86%, teacher candidates were admitted based on a passed pre-admission content test (PACT) and tested with the EPP for any supplemental exams and the PPR. One file passed the content exam after admission, which is acceptable. Related data for teacher candidates were accurately reported to the Texas Education Agency for six (6) out of seven (7) files reviewed as required by 19 TAC §229.3.

One teacher file reviewed was an out-of-country applicant. That file contained evidence of a transcript evaluation from an approved service. Because the candidate received a degree from an institution of higher education listed in the figure provided in 19 TAC §230.11(a)(5)(C), the test of English as a foreign language (TOEFL) was not required. [19 TAC §228.35(a)(7); 19 TAC §230.11(b)(5)(C)]

All educational diagnostician files (5) had an admit date that was correctly reported in ECOS and matched the corresponding formal offer of admission letter paper document. All educational diagnosticians were admitted based on a degree held. Four (4) out of five (5), 80%, educational diagnostician candidates were found on a GPA spreadsheet for



which they were admitted. The fifth file was listed twice on the GPA spreadsheet for the year they were admitted and had two different years of experience noted. Related data were accurately reported for four (4) out of five (5) educational diagnostician candidates to the Texas Education Agency as required by 19 TAC §229.3.

All school counselor files (4) all had an admit date that was correctly reported in ECOS and matched the corresponding formal offer of admission letter paper document. All school counselor files were admitted based on a degree held. None of the school counselor candidates admitted were found on a GPA spreadsheet for the year that they were admitted. Related data were not accurately reported for all school counselor candidates to the Texas Education Agency as required by 19 TAC §229.3.

All candidates in the teacher class were required to submit an application that contained a writing sample and complete an interview scored on a rubric with a cut score. The writing sample was not evaluated on a rubric with a cut score.

All candidates in the non-teacher classes were required to submit an application that contained a writing sample, complete an interview scored on a rubric with a cut score, and provide a PowerPoint presentation. School Counselor applicants were also required to submit a campus principal recommendation. The writing sample was not evaluated on a rubric with a cut score.

In summary, the program accurately reported ten (10) out of sixteen (16), 63%, of files as required by 19 TAC §229.3.

2. A review of candidate records revealed that candidate status was reported as follows:

In the teacher class, five (5) out of seven (7), 71%, were accurately reported in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment. One file did not report the candidate's ESL supplemental and one file was admitted as a Bilingual Generalist Spanish EC-6 candidate, but the program did not include the Bilingual Supplemental until the year that the candidate was a finisher.

In the non-teacher class, all files were accurately reported in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment for each year that they were in the program.

In summary, the program accurately reported fourteen (14) out of sixteen (16), 88%, of candidates in ASEP for each year that they were enrolled in the program.

3. Candidate records for internship and practicum as required by 19 TAC Chapters 228 and 239 were reviewed.

Teacher candidate files revealed that four (4) out of seven (7), 57%, files contained required observations. One file only contained paper copies for 2 observations and 2 observations did not match what was reported in ECOS. The other file contained a discrepancy in dates for observations in ECOS as compared to the paper copies.

The non-teacher files revealed that only three (3) out of nine files reviewed, 33%, contained evidence of three observations during the practicum totaling 135 minutes. The remaining files either contained no observations or contained 2 observations and a



written assignment. Non-teacher candidate observations are not required to be uploaded in ASEP, but the EPP is required to maintain evidence of observations completed.

Not all teacher observation data reported in ASEP was accurate when compared with related documentation in candidate records.

4. A review of candidate records revealed that all seven (7) teacher and all nine (9) non-teacher candidates were standard certified.

All teacher candidates were certified in the area for which they were prepared. It was noted that candidates were standard certified in the areas for which they were trained. It was noted that two (2) candidates were also prepared in supplemental content, but not certified in that supplemental content and one (1) candidate was listed as eligible for a supplemental content, but added that supplemental content as a certification by exam and not while with the program. The EPP was advised to be cautious about admitting candidates in supplemental areas for which no training will be provided and standard certifying in areas without the supplemental areas for which a candidate was trained.

- All educational diagnosticians met standard certification requirements, including degree requirements and years of experience as a teacher as determined by a service record. It is important to note that effective December 21, 2017 educational diagnosticians are required to have three (3) years of teaching experience prior to standard certification. All educational diagnosticians reviewed were standard certified prior to the rule change and had two (2) years of teaching experience at the time of standard certification. [19 TAC §230.13(a)(1)-(3); 19 TAC §239.84(1)-(5)]
- All school counselor candidates met standard certification requirements, including degree requirements and years of experience as a teacher as determined by a service record. School counselor candidates are required to have two (2) years of experience at the time of standard certification. [19 TAC §230.13(a)(1)-(3); 19 TAC §239.20(1)-(4)]

In summary, all candidates who received standard certificates met requirements as identified in 19 TAC Chapter 230.

5. While TEA did not review curriculum, it did review self-reported data. TEA found that mental health training was not provided to candidates from an approved provider. Because of the EPP review, the program has corrected the issue and current and future candidates will receive mental health training from an approved provider. [19 TAC §228.30(c)(3); TEC §21.044(b)]

6. The EPP did not retain all candidate records for a period of five (5) years. [19 TAC §228.40(f)]

### **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 candidates are uploaded in the system as admitted for every content, supplemental certificate, and the Pedagogy and Professional Responsibilities (PPR)



exam that they have taken or will take while in the EPP. [19 TAC§229.3(f)(1); TEC §21.045(a)]

- Require that the formal offer of admission date on the formal offer of admission letter is the same as what is entered into ASEP for every candidate admitted to the program. [19 TAC §227.17(e); 19 TAC §229.3(f)(1)]
- Require that every candidate admitted to the program is placed on a GPA spreadsheet for the year admitted and ensure that all content areas are included on the GPA spreadsheet. [19 TAC §229.3(f)(1)]
- Require that candidate status is correctly entered into ASEP as “Other Enrolled” or “Finisher” with all content areas included for each year the candidate is in the program. [19 TAC §229.3(f)(1)]
- Require that all teacher observations by the field supervisor are retained by the program and correctly entered into ASEP. The paper copies of observations must exactly match what is entered into ECOS for frequency, duration, and format. [19 TAC §228.35(g)(1-8); 19 TAC §229.3(f)(1)]
- Require candidates in non-teacher classes to be observed by the field supervisor assigned three (3) times during the practicum during the first, second, and third third of assignment. Retain documentation of those observations in each candidate file. [19 TAC §228.35(h)(1)-(3)]
- Require all candidates to receive mental health training from an approved provider. A listing of approved providers can be found on the [Program Provider Resources](#) page of the TEA website. If the program selects Kognito as the provider, ensure that candidates take the appropriate training that corresponds to the grade level they are teaching: Elementary, middle, or high school. [19 TAC §228.30(c)(3); TEC §21.044(b)]
- Require the EPP to 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 a candidate completes, withdraws from, or is discharged or released from the program. [19 TAC §228.40(f)]
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.

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

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<b>Signature of Legal Authority</b>	<b>Date</b>
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<b>Printed Name of Legal Authority</b>	<b>Date</b>
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