



## **2020 – 2021 Continuing Approval Review Report A Career in Education ACP**

### **PURPOSE**

Texas Education Agency (TEA) Program Specialists, Vanessa Alba, Lorrie Ayers, and Guiomar Andujar, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) A Career in Education ACP on March 9-11, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Arnulfo Guajardo, owner and Director, was identified as the program Legal Authority and the primary EPP contact for the review process. The A Career in Education ACP was approved as an EPP on July 27, 2007. At the time of the review, the EPP was rated Accredited-Probation (Year One) for the 2018-2019 academic year and Not Rated: Declared State of Disaster for the 2019-2020 academic year. The risk level was Stage 1 (high). The EPP reported five (5) finishers for the 2018-2019 reporting year and 15 finishers for 2019-2020.

At the time of the review, the A Career in Education ACP was approved to offer alternative certification to candidates in the Teacher class.

Per 19 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 TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Virtual On-site" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were Arnulfo Guajardo, owner & EPP Director, and Andres Del Bosque, certification officer & field supervisor.

### **DATA ANALYSIS**

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on February 22, 2021, as requested. Additional EPP documents, including records for ten (10) candidates, were submitted on March 3, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence.



## **FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS**

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion.

“Recommendations” are suggestions for general program improvement and no follow-up is required.

### **COMPONENT I: GOVERNANCE – 19 TAC Chapter 228**

#### **Findings**

- TEA relied on the information contained within the Status Report provided by A Career in Education along with the documentation provided to determine compliance with Component I Governance.
- The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An advisory committee (AC) with members representing as many as possible of the groups identified as collaborators was not found. TEA received conflicting information. According to the candidate handbook, the AC consists of ten members, four (4) of which are directly associated with A Career in Education. The AC documents provided by the EPP for the review listed seven members, five (5) of which are directly associated with the EPP. The program did not meet the requirement as prescribed. [19 TAC §228.20(b)]
- An AC shall assist in the design, delivery, evaluation, and major policy decisions of the EPP. No evidence was provided. The EPP provided an agenda that stated that the AC meets quarterly on the second Wednesday of every third month. There were no minutes, agendas, or sign-in sheets provided and no evidence of required items was discussed. The program did not meet the requirement as prescribed. [19 TAC §228.20(b)]
- The approved EPP shall inform each member of the AC of the roles and responsibilities of the AC and shall meet a minimum of once per academic year. No evidence was provided. The program did not meet the requirement as prescribed. [19 TAC §228.20(b)]
- The governing body and chief operating officer shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification. The legal authority participated in all aspects of the review, but the EPP did not submit the entire fee for the EPP review which was evidence that the EPP did not provide sufficient support. The program did not meet the requirement as prescribed. [19 TAC §228.20(c)]
- Each EPP must develop and implement a calendar of activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to



assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience. A Career in Education did not provide evidence of a calendar of activities. The program did not meet the requirement as prescribed. [19 TAC §228.20(g)]

- A Career in Education submitted the Status Report for the EPP Review on February 22, 2021, as required. The program met the requirement as prescribed. [19 TAC §228.10(b)(1)]
- A Career in Education is only approved to offer internships and is not approved to offer clinical teaching. [19 TAC §228.10(c)]

### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §228.20(b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee and shall meet a minimum of once during each academic year.

Action: Require the AC to meet the requirements as prescribed. Submit the meeting agenda, minutes, and sign-in sheets for the next AC meeting. Documents must reflect that the AC meets requirements of one (1) AC meeting per academic year; representation from the required groups that is not inclusive of those directly related to the EPP; and AC discussions regarding the design, delivery, and major policy decisions of the EPP. Additionally, provide the training material used to train members on their roles & responsibilities.

- 19 TAC §228.20(c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.

Action: Submit the required remaining fees for the Continuing Approval Review. The required fee total is \$4500 per 19 TAC §229.9(2).

- 19 TAC §228.20(g) Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.



Action: Develop and implement a calendar of activities that meets the requirements as prescribed. Provide the link to where the calendar of program activities is provided to all candidates. Put a process in place to allow candidates a reasonable amount of time to progress through the program efficiently. There must be an alternate process if the EPP accepts late hires.

### **Recommendations**

- Utilize a template to ensure that required items are discussed at each advisory committee meeting.
- Utilize the TEA Advisory Committee PowerPoint to train AC members.
- The EPP director is not a member of AC, rather the director leads AC. Do not require AC members to vote on anything.
- Consider placing all required information on the A Career in Education ACP main website to ensure that all applicants and candidates have access to all required information.

Based on the evidence presented, A Career in Education ACP was not in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

### **COMPONENT II: ADMISSION - 19 TAC Chapter 227**

#### **Findings**

- Educator preparation programs (EPPs) shall inform all applicants that pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching. A Career in Education ACP did not provide any evidence that applicants were informed. The program did not meet the requirement as prescribed. [19 TAC §227.1(b)]
- A Career in Education ACP has informed all candidates of the admission requirements. Information was contained in the candidate handbook, but the information was not readily available to applicants. The requirements for program completion, the effects of supply and demand, and the performance of the EPP over time for the past five (5) years were not found. The program did not meet the requirement as prescribed. [19 TAC §227.1(c)(1-3)]
- A Career in Education ACP has not informed applicants and candidates about the required information regarding criminal history. The information was contained within a link on the application. However, the information was not on all applications reviewed. The program did not meet the requirement as prescribed. [19 TAC §227.1(d)]
- A total of ten candidate records were reviewed for admission requirements. Nine out of ten (90%) candidates held the minimum of a bachelor's degree at the time of admission. Transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §227.10(a)(2)]
- For an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission. According to the Status



Report, a 2.5 GPA is required for admission to the EPP. A review of candidate files revealed a GPA range of 2.06-4.0 and six out of ten (60%) contained a GPA of 2.5 or above. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]

- An exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and if the applicant passes an appropriate content certification examination. No evidence was provided that the four (4) candidates admitted with a GPA below 2.5 met the requirements for an exception to the minimum GPA. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(3)(B)]
- For an applicant who is seeking initial certification in the classroom teacher certificate, the applicant must have completed a minimum of 12 semester credit hours in the subject-specific content area for the certificate sought, or 15 semester credit hours if the certification sought is math or science at grade seven or above, or the applicant must have a passing score on a TXPACT exam. Transcripts for eight of the ten (80%) candidates reflected more than the required number of hours. For the remaining two (2) candidates, the transcript was either not available or the transcript evaluation could not be determined. It was noted in the Status Report, that A Career in Education still requires 24/12. While this is no longer a requirement, it is acceptable as an EPP policy. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. Nine out of ten (90%) candidate files reviewed contained official transcripts reflecting a conferred degree. The file for one (1) candidate contained an unofficial transcript. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. Eight out of ten files reviewed contained official transcripts reflecting a US degree and one (1) file contained TOEFL scores that met requirements. The file for one (1) candidate contained an unofficial degree. The requirement was met for nine out of ten (90%) candidates. The program was advised to have a written process for admitting out-of-country applicants and to provide guidance to applicants regarding TOEFL. [19 TAC §227.10(a)(7)]
- An applicant for admission must submit an application and must be screened to determine appropriateness for the certification sought. Each of the ten candidates had submitted an application, but only three (3) of the ten (30%) were complete. There is a place in the application where Route A or B must be filled in and only three (3) files contained evidence that the information was completed. The screen used by A Career in Education ACP was the Cornell Critical Thinking Level Z. The applicant must score within one standard deviation and the screen may be taken twice. The applicant cannot miss more than 30 questions on the 76-question screen. Nine out of ten (90%) files reviewed contained the answer responses, but the actual exam was not provided. The number missed was between 14-29. It could not be determined what one standard



deviation is based on the documents provided. The program met the requirement as prescribed. [19 TAC §227.10(a)(8)]

- As an additional requirement, A Career in Education ACP requires a THEA with scores of 240 on reading, 230 on math, and 220 on writing of a grade of B on college-level English and Math. Nine out of ten files (90%) reviewed met the requirement and the tenth file contained an unofficial transcript. The program met the additional requirement for admission as prescribed. [19 TAC §227.10(a)(9)]
- An EPP may adopt requirements in addition to and not in conflict with those required in this section. TEA staff reviewed the website for additional requirements. The EPP requires an interview if the GPA is less than 2.5. An interview was not found in the four files that contained less than a 2.5 GPA. The EPP also requires three references. All files reviewed contained three references. The EPP requires a completed questionnaire. Six out of ten (60%) files contained a questionnaire and of the six, only five were complete. There was no rubric to evaluate the questionnaire or a cut score to determine who is admitted and who is not. The website states a written essay is required. TEA staff could not determine if the questionnaire is the essay and the EPP staff did not explain. A resume is required. One out of ten files (10%) contained a resume. A signed FERPA is required. Six out of ten (60%) files reviewed contained a signed FERPA. The program did not meet the requirement as prescribed. [19 TAC §227.10(b)]
- An EPP may not admit an applicant who has been reported as completing all EPP requirements by another EPP in the same certification category or class unless the applicant only needs certification examination approval; or has been employed for three years in a public school under a permit or probationary certificate as specified in 19 TAC Chapter 230, Subchapter D, unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate. There was one candidate that transferred from another EPP to A Career in Education ACP. The transfer form and an application for admission were provided. The candidate was reported in the Educator Certification Online System (ECOS). The program met the requirement as prescribed. [19 TAC §227.10(c)]
- An EPP may admit an applicant who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in 19 TAC Chapter 245. According to the candidate handbook, a transcript evaluation is required for applicants that meet the specification. One file reviewed was for an applicant admitted with credentials from out-of-country. The transcript evaluation provided was from Alliance Business Solutions which is not an approved [Foreign Credential Evaluation Service](#). The program did not meet the requirement as prescribed. [19 TAC §227.10(f)]
- An applicant may be accepted into an alternative certification program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in 19 TAC §227.10(a)(2), provided that the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought; all other admission requirements specified in 19 TAC §227.10 have been met; the EPP must notify the applicant of the offer of contingency admission in writing by mail, personal



delivery, facsimile, email, or an electronic notification; and the applicant must accept the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or electronic notification. One file reviewed was for a candidate that was in the final semester prior to degree conferral. A formal offer of admission was extended and not the required contingency offer of admission. The candidate was not uploaded as contingently admitted within seven days. The official transcript was provided. Because the candidate was formally, not contingently, admitted and because the candidate was not reported as admitted within seven days, the program did not meet the requirement as prescribed. [19 TAC §227.15(a-c)]

- The candidate that was incorrectly admitted as a formal admit, did not begin coursework or receive approval to test until admitted. The offer of admission and ECOS admission record served as evidence. The degree was awarded at the end of the semester that the candidate was admitted. The official transcript served as evidence. The program met the requirement as prescribed. [19 TAC §227.15(d-f)]
- For an applicant to be formally admitted to an EPP, the applicant must meet all the admission requirements specified in 19 TAC §227.10. For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. Six out of nine (67%) files reviewed contained formal admission letters with the effective date of formal admission reflected in the letter. Seven out of nine (79%) candidates were not uploaded within seven days per ECOS and the admission letters in the records. A detail of the notes in the candidate records revealed that one was uploaded as admitted with a date that was before the formal offer of admission letter was provided to the candidate. Another was uploaded four (4) months after the candidate was formally admitted and another was uploaded seven months after the candidate was formally admitted. The formal offers of admission accepted by the candidates, information in ECOS, and the testing history served as evidence. The most recent admit was admitted within seven days as required. The program did not meet the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d-e)]
- All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, information in ECOS, and the testing history served as evidence for each file reviewed. The program met the requirement as prescribed. [19 TAC §227.17(f)]
- The overall GPA of each incoming class admitted between September 1 and August 31 of each year may not be less than 3.00 on a four-point scale. The incoming class average GPA is calculated by TEA each year. A Career in Education ACP had a GPA of 3.5 in 2018-2019 and 3.028 in 2019-2020. The program met the requirement as prescribed. [19 TAC §227.19(a)]

#### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §227.1(c) EPPs shall inform all applicants, in writing, of the following: the requirements for program completion; and in accordance with TEC §21.044(e)(3) the



effect of supply and demand forces on the educator workforce in this state; and the performance over time of the EPP for the past five years.

Action: Inform applicants of all requirements as prescribed. Provide the link to the EPP website where the information is posted.

- 19 TAC §227.10(b) Educator preparation programs (EPPs) shall inform all applicants that pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.  
Action: Inform all applicants of the requirement as prescribed. Be advised that all applicants and candidates must be able to access the preliminary criminal history evaluation information. Provide a link to the posted information.
- 19 TAC §227.1(d) EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense: the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; the current SBEC rules prescribed in 19 TAC §249.16; and the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B.  
Action: Notify all applicants and enrollees of the requirement as prescribed. Provide the link to the posted information, or provide the recruitment information that contains the requirement, or the orientation material that contains the requirement, or the admission material that contains the requirement.
- 19 TAC §227.10(a)(3)(A-B) For an alternative certification program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission. An exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and an applicant must pass an appropriate content certification examination. In accordance with the TEC, §21.0441(b), applicants who do not meet the minimum GPA requirement and have previously been admitted into an EPP may request permission to register for an appropriate content certification examination if the applicant is not seeking admission to the same EPP that previously granted test approval for a certification examination in the same certification class.  
Action: Require all applicants to meet the GPA requirement as prescribed. Provide admission records for one candidate admitted with a 2.5 or above GPA, and one candidate admitted with less than a 2.5 GPA with all required documentation as follows: Provide the EPP admission policy regarding GPA requirements. (GPA must be 2.5 or above prior to admission and if not, the EPP must require specific documentation as



described for those less than a 2.5 GPA); and provide the documentation signed by the director that certifies the applicant's work, business, or career experience demonstrated achievement equivalent to the academic achievement represented by the GPA requirement; and provide a description of the extraordinary circumstance, and a score report showing a passing score on the appropriate Pre-Admission Content Test (TXPACT).

- 19 TAC §227.10(a)(4) For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least a minimum of 12 semester credit hours in the subject-specific content area for the certification sought; or 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or a passing score on the appropriate content certification examination.  
Action: Require official transcripts of each applicant and retain a record of the calculation of content hours by course; and a score report for a Pre-Admission Content Test (TXPACT). Provide the required documents for one candidate admitted.
- 19 TAC §227.10(b) An EPP may adopt requirements in addition to and not in conflict with those required in this section.  
Action: Post the additional admission requirements of A Career in Education ACP on the website and provide the link. Require all applicants to meet all additional admission requirements and retain the evidence in each candidate file for auditing purposes. Provide admission records for one candidate. The records must contain evidence that all required admission documents and information have been collected.
- 19 TAC §227.10(f) who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in 19 TAC Chapter 245. [Approved Transcript Evaluation Services](#) are provided for the EPP.  
Action: Provide the link to the published out-of-country requirement that reflects the link to the TEA site for approved transcript evaluation services. Do not admit any candidates from out-of-country that require a transcript evaluation unless the transcript evaluation is completed by a TEA-approved service. If candidates will be admitted with credentials from out-of-country, publish the transcript evaluation requirement on the EPP website, with other admission requirements, and include the link to the TEA list of approved transcript evaluation services. For the candidate identified in the compliance plan, provide the new course by course credential evaluation prepared by a foreign credential evaluation service recognized by TEA.
- 19 TAC §227.10(a)(7) An applicant must demonstrate the English language proficiency skills as specified in 19 TAC §230.11. The official language of the country is English and appears on the SBEC approved list of countries found in Figure 19 TAC §230.11(b)(5)(C); or Official TOEFL scores are: Speaking-24, Listening-22, Reading-22, and Writing-21.



Action: Require out-of-country applicants to demonstrate English language proficiency as prescribed. Submit the written EPP process for admitting out-of-country applicants and the guidance provided to applicants regarding the TOEFL.

- 19 TAC §227.15(a-c) An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in 19 TAC §227.10(a)(2), provided that the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought; all other admission requirements specified in 19 TAC §227.10 have been met; the EPP must notify the applicant of the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification; and the applicant must accept the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or electronic notification. The effective date of contingency admission shall be included in the offer of contingency admission. An EPP must notify the Texas Education Agency within seven calendar days of a candidate's contingency admission.

Action: Adhere to the requirements as prescribed for applicants that are admitted on a contingency basis. Do not contingently admit any applicants until all contingency admission requirements have been met. Provide the following documentation for one candidate that has been contingently admitted: written contingency admission offer letter; and written and dated contingency admission acceptance letter signed by candidate; and required admission documents, and official transcripts; and information from the university confirming the date of graduation; and program records indicating which semester the admission applies. Information on the documentation provided will be compared by TEA staff with the ECOS admission record.

- 19 TAC §227.17(b-d) For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10. For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or electronic notification. The effective date of formal admission was included in the offer of formal admission. An EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission. Action: Require A Career in Education ACP to adhere to the requirements as prescribed for applicants that are formally admitted. Do not formally admit any applicants until all formal admission requirements have been met. Provide the following documentation for one candidate that has been formally admitted: written formal admission offer letter; and written and dated formal admission acceptance letter signed by the candidate. Information on the documentation provided will be compared by TEA staff with the ECOS admission record.



### Recommendations

- Post on the website, in one central location, all required information so all applicants and candidates can easily access it.
- Post the required background notification on the website and consider placing it on the application for complete transparency.
- Utilize a tracking document that identifies content hours used for admission: 12 content-hours or 15 content-hours if math or science at grade seven or above. Retain the tracking document in each candidate file for auditing purposes.
- Revise the A Career in Education ACP admission processes for out-of-country applicants to include verification of the validity of TOEFL scores submitted by the applicant if TOEFL is required.
- Consider requiring out-of-country applicants to submit official TOEFL scores directly to the EPP by using the EPP TOEFL code.

Based on the evidence presented, A Career in Education ACP is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

### COMPONENT III: CURRICULUM – 19 TAC §228.30

#### Findings

- TEA reviewed the Core Subjects EC-6 with Science of Teaching Reading (STR) curriculum and also relied on self-reported information contained within the Status Report to determine compliance. TEA staff shared the 2014-2015 EPP Review Report with the EPP Director and focused on the curriculum section noting that the EPP Director stated that the curriculum was scheduled to be revised in Summer 2015.
- The program provided ten PowerPoints (PPTs) for TEA review. The PPTs were updated on the second day of the review prior to submitting them to TEA. The EPP Director was the only instructor listed for all coursework and all content areas. The EPP Director is currently certified in Secondary English Grades 6-12.
- A Career in Education ACP reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. The EPP identified Phase 1 and 2 coursework delivered to all candidates. Evidence was not found. It was noted that candidates sign a form stating they know where to find the TEKS. That document was not sufficient evidence that the candidates received specific instruction in the TEKS for the certificate they were seeking. The program did not meet the requirement as prescribed. [19 TAC §228.30(a)]
- The curriculum for each EPP shall rely on scientifically-based research to ensure educator effectiveness. A Career in Education ACP did not provide sufficient evidence that the curriculum is research-based. Some of the PPTs referenced research. The program did not meet the requirement as prescribed. [19 TAC §228.30(b)]
- Instruction in the code of ethics and standard practices for Texas educators, pursuant to 19 TAC Chapter 247, which include professional ethical conduct, practices, and performance; ethical conduct toward professional colleagues; and ethical conduct toward students are required to be taught to all candidates. The only evidence provided



was a signed Educator Code of Ethics document in eight of the ten (80%) candidate files reviewed. There was no evidence that specific instruction was provided. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(1)]

- Instruction in the detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC) §21.044(b) is required to be taught to all candidates. The evidence provided was a document that stated the requirement was taught by the Education Service Center (ESC), but no evidence, such as a dated certificate of completion for each candidate, was provided. The program also provided a link to [Bright Solutions for Dyslexia](#), but it was not evident that the EPP had permission to use the information or what candidates were supposed to do with the information. This was taught in Phase 1 training. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(2)]
- Instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC §21.044(c-1) is required to be provided to all candidates. The training is provided by the EPP director per the Status Report submitted and the Scope and Sequence document submitted for review. The director is not an approved provider to offer the training. It was noted that this training was provided during the Pre-Service Academy and the program provided the link to the [Suicide Prevention Resource Center](#). The link offers self-paced online courses, and it is possible to earn a certificate when complete. There was no evidence provided that any candidate had earned the certificate. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(3)]
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for the students in this state are required to be taught to all candidates. The program did not provide evidence that the requirement is taught. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(4)]
- The importance of building strong classroom management skills is required to be taught to all candidates. The program provided a PowerPoint (PPT) used in class, but there were no specific activities or assessments associated with the PPT. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(5)]
- The framework for teacher and principal evaluation in this state is required to be taught to all candidates. The program identified that this is taught in Phase 1 and 2 with a T-TESS introduction to the four domains and T-TESS observations demonstrating the four domains. No evidence was provided. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(6)]
- Appropriate relationships, boundaries, and communications between educators and students are required to be taught to all candidates. The EPP submitted the Code of Ethics documents signed by eight out of ten (80%) candidates but did not provide evidence that candidates received instruction on the topic. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(7)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is required to be taught to all candidates. It was noted that the EPP posted the link to the [International Society for Technology in Education \(ISTE\) Standards](#), but no evidence that candidates were required to complete



the requirement or other information was provided. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(8)(A-C)]

- The relevant TEKS including the English Language Proficiency Standards (ELPS) are required to be taught to all candidates. The program did not provide evidence that the requirement was taught. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content-area literacy is required to be taught to all candidates. The content is taught in Phase 1 & 2 and the Pre-Service Academy. The program provided "5 Essentials of Effective Reading Instruction" and no PPT as evidence in the Phase 1 Assignment document. Candidates were required to complete an assignment about "5-E's questions". The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are required to be taught. A Career in Education ACP offers Core Subjects EC-6 with STR and Special Education EC-12. Both certificate areas should include instruction in the PK Guidelines. No evidence was provided that the requirement was taught. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(3)]
- Instruction in the skills and competencies as prescribed in 19 TAC Chapter 235 (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA are required to be taught to all candidates. [19 TAC §228.30(d)(4)]
  - Standard I Instructional planning and delivery is taught in Phase 1 and 2 and the Pre-service Academy. Steps to Teaching, but no PPT was provided, was identified as a course. An assignment about Lesson Plans and assignment Unit D questions are required, but there was no mention of the assignment in the First Days of School Unit D PPT. The Phase 2 syllabus identified two practice tests and a PPR practice test. "Concept-Based Curriculum", "Lesson Planning for a Purpose", and "Concept-Based Instruction" were identified as required. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)]
  - Standard II Knowledge of students and student learning is taught in Phases 1 and 2. The PPT First Days of School Unit B PPT addressed the broader concepts of positive expectations with an emphasis on an inviting environment but did not provide evidence of instruction about how to develop and maintain positive expectations for all students. Candidates are expected to take a "True Colors Personality Assessment". Learning styles, dyslexia, ESL & Bilingual Education are addressed in this course. Candidates were required to complete an assignment with questions, but that was not mentioned in the PPT provided for review. Candidates were required to complete a self-collage. It was not clear how this related to Standard II. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(4)]
  - Standard III Content Knowledge & Expertise is taught in Phase 1 & 2 and the Pre-Service Academy. Candidates are required to submit a TEKS verification and Standards Verification document. Candidates take five (5) practice tests. They participate in TExES Content Test Prep that includes understanding the framework and format of the TExES, but the PPT for that training was not



- provided. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(4)]
- Standard IV Learning environment is taught in Phase 1 & 2 and the Pre-Service Academy. The EPP provided an assignment document for Phase 1. The student handbook was provided, but it did not contain any information about content knowledge and expertise. A PPT was provided, and assignment questions were required in Unit C, but there was no mention of the assignment in the PPT. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(4)]
  - Standard V Data-driven practice is taught in Phase 2. The syllabus was provided, but it contained insufficient evidence about the requirement. Three topics were presented without PPTs. They included “Characteristics of a Professional Learning Community (PLC)”, “Did My Students Learn? Monitoring and Gauging Academic Growth”, and “Student Testing, Standardized Testing, and Evaluations”. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(4)]
  - Standard VI Professional Practices and Responsibilities is taught in Phase 1 & 2 and the Pre-Service Academy. The program submitted the First Days of School Understanding the Teacher PPT, but there was no evidence the following topics were addressed: classroom management strategies or theory; lesson-planning; or development of instruction as an EC-6 teacher. Assignment questions are required, but the PPT did not mention the assignment. Several PPR practice tests are required. Candidates are required to complete a program evaluation survey in the Pre-Service Academy. It was not clear how this related to Standard VI. The program did not meet the requirement as prescribed. [19 TAC §228.30(d)(4)]

### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §228.30(a-b) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and shall, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness.  
Action: Require all coursework for each certificate offered by the EPP to be standards-based, address the relevant TEKS, and rely on scientifically based research to ensure educator effectiveness. Update the curriculum offered to candidates pursuing Core Subjects with Science of Teaching Reading EC-6 (CRS w/STR EC-6) to address all applicable standards for that certificate and TEKS/ELPS where appropriate.  
Provide the following for the Core Subjects with Science of Teaching Reading EC-6 (CRS w/ STR EC-6) certificate area: Application A completed for the CRS w/ STR EC-6 certificate area, including applicable appendix items; and Alignment charts for CRS w/STR EC-6, TEKS, PPR EC-12, teacher standards, Tech Apps Standards I-VII for all teachers, ELPS, and PK guidelines identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or Application of the educator standards identified in course/training lesson plans. Include one performance-based assessment with the associated rubric for each course required for the certificate. Include the



scientifically-based research used to develop the CRS w/STR EC-6 curriculum (Syllabi/course outlines with bibliographies/references).

- 19 TAC §228.30(c)(1)(A-C) Instruction in the code of ethics and standard practices for Texas educators, pursuant to 19 TAC Chapter 247, which include professional ethical conduct, practices, and performance; ethical conduct toward professional colleagues; and ethical conduct toward students are required to be taught to all candidates.  
Action: Require explicit instruction in the code of ethics to all candidates. This will be a part of the Application A submitted for the Core Subjects EC-6/STR certificate. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and Syllabi/course outlines; or Coursework.
- 19 TAC §228.30(c)(2) Instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC) §21.044(b) is required to be taught to all candidates.  
Action: This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework. If the ESC is providing the training to candidates, submit one candidate file and training certificate with dated Dyslexia training and hours earned.
- 19 TAC §228.30(c)(3) Instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC §21.044(c-1) is required to be provided to all candidates.  
Action: This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework. Identify the approved Mental Health provider and provide one candidate file that contains the dated certificate of attendance with the hours earned identified.
- 19 TAC §228.30(c)(4) The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for the students in this state are required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.
- 19 TAC §228.30(c)(5) The importance of building strong classroom management skills is required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.



- 19 TAC §228.30(c)(6) The framework for teacher and principal evaluation in this state is required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed scope and sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.
- 19 TAC §228.30(c)(7) Appropriate relationships, boundaries, and communications between educators and students is required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.
- 19 TAC §228.30(c)(8)(A-C) Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. Require the instruction to be aligned with the [International Society for Technology in Education \(ISTE\) Standards](#), include a digital literacy evaluation to determine a person's degree of digital literacy followed by a prescribed curriculum that includes resources to address any deficiencies identified by the digital literacy evaluation. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.
- 19 TAC §228.30(d)(1) The relevant TEKS including the English Language Proficiency Standards (ELPS) are required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.
- 19 TAC §228.30(d)(2) Reading instruction, including instruction that improves students' content-area literacy, is required to be taught to all candidates.  
Action: Require all candidates to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.
- 19 TAC §228.30(d)(3) For certificates that include early childhood education and prekindergarten, the PK Guidelines are required to be taught.  
Action: Require all candidates in the certificate fields that include early childhood, Core Subjects EC-6 with STR & Special Education EC-12 to receive instruction as prescribed. This will be a part of the Application A submitted. Provide the following: Application A



and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.

- 19 TAC §228.30(d)(4) Instruction in the skills and competencies as prescribed in 19 TAC Chapter 235 (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in 19 TAC Chapter 149 are required to be taught to all candidates.

Action: Require all candidates to receive instruction as prescribed in Standards I-VI. This will be a part of the Application A submitted. Provide the following: Application A and all applicable appendix items; a completed Scope and Sequence identifying alignment of educator standards in the curriculum; and syllabi/course outlines; or coursework.

### **Recommendations**

- Begin the process of updating the curriculum for every other certificate area offered by the EPP, if necessary, so that they align with the standards for the certificate offered and TEKS where appropriate.
- Consider utilizing the Code of Ethics training provided by the Education Service Center to meet the requirement and retain dated certificates of completion with hours earned in each candidate file.

Based on the evidence presented, A Career in Education ACP is not in compliance with 19 TAC §228.30-Curriculum.

## **COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – 19 TAC §228.35**

### **Findings**

- An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based. Insufficient evidence was provided. The testing history was provided for all candidates as evidence that candidates were adequately prepared, as applicable. Course outlines or syllabi were not provided. The program did provide candidate benchmarks, but they were not standards-based. A Career in Education ACP did not provide evidence that candidates were provided with adequate preparation and training that is sustained, rigorous, and interactive. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(1-2)]
- All coursework and/or training shall be completed prior to EPP completion and standard certification. Two (2) out of ten teacher candidates reached the point of standard certification and the remaining eight were in process of program completion. The program provided benchmarks and a program schedule of modules as evidence. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school



district and/or campus that is a TEA-approved continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the TEC §21.451 and must be directly related to the certificate being sought. A Career in Education ACP did not have any late-hires, but the EPP was using professional development for candidates and had no documentation to support the training provided for any file reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(4)]

- A Career in Education ACP has procedures for allowing relevant military experiences for military service members or military veterans. There is information on the [EPP website](#) about Troops for Teachers. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A)]
- A Career in Education did not have procedures for allowing prior experience, education, or training for candidates who are not military service members or military veterans. Information was not found on the website or in candidate handbooks. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(5)(B)]
- An EPP shall provide each candidate seeking initial teacher certification with a minimum of 300 clock-hours of coursework and/or training. The EPP does not provide 300 clock-hours of coursework per the benchmark document and Scope & Sequence document provided for review. Of the 305 clock-hours identified on the Scope & Sequence document provided for review, Phase 1 total 158 clock-hours, and Phase 2 totaled 150 clock-hours. Of those total clock-hours, 85 clock-hours in Phase 1 and 27 clock-hours in Phase 2 were dedicated to test preparation. A Career in Education ACP provides 196 clock-hours of standards-based instruction. Fifty clock-hours of professional development are allowed by the EPP and should not be because the EPP had no late-hires. The program will have to identify coursework for those 50-clock hours and develop another 54 clock-hours of instruction to total the required hours needed. It was also noted that the benchmark document provided did not correspond to the Scope & Sequence document provided. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)]
- Unless a candidate qualifies as a late-hire, a candidate shall complete 150 clock-hours of coursework and training that allows candidates to demonstrate proficiency in the standards prior to internship. The A Career in Education ACP candidates complete 158 clock hours in Phase 1, but 85 clock-hours were devoted to test preparation. The coursework prior to internship totaled 71 clock-hours. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(2)(A-J)]
- Unless a candidate qualifies as a late-hire, a minimum of 30-clock hours of field-based experiences (FBEs) are required to be completed prior to internship. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; instruction by content certified teachers; actual students in classrooms/instructional settings with identity-proof provisions; content



or grade-level specific classrooms/instructional settings; and written reflection of the observation. Up to 15 clock-hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based methods. Nine out of ten candidates reached the point of FBEs. Documentation for the first file reviewed contained evidence of nine hours of FBEs completed with reflections noted. The second file reviewed contained 49 clock-hours of video FBEs completed over ten experiences in seven settings. No reflections were provided. This particular file reviewed viewed videos from the Massachusetts Dept. of Education and Atlas videos. The candidate completed FBEs during the pandemic. The third file contained evidence of 30 clock-hours of FBEs. Twenty-seven clock-hours were observations and three (3) clock-hours were videos. This candidate file contained ten reflections in seven settings. The remaining six files reviewed contained no evidence of FBEs completed. One (1) out of nine (11%) teacher candidates completed field-based experiences (FBEs) prior to internship as prescribed. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]

- For initial certification in the classroom teacher certification class, an EPP must provide clinical teaching or internship. A Career in Education ACP only offers an internship. Eight out of ten (80%) teacher candidates had reached the point of the internship. Four (4) candidates were on a probationary certificate and four (4) candidates were on an intern certificate. Statements of Eligibility (SOE) were provided for each noting the district, campus, grade level, subject area, and field supervisor assigned. All eight candidates completed a full year in public or charter schools during the internship. All eight (100%) internship assignments were full-day internships per the SOEs provided. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(ii); 19 TAC §228.35(e)(2)(B)(iii); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(6)]
- An internship is successful when a candidate demonstrates proficiency in each of the educator standards for the assignment. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. Three (3) out of eight files reviewed contained evidence of observations in the records provided for review and one (1) of the three (3) only contained one (1) observation in the file. The fourth file reviewed contained observations completed by the mentor and not the field supervisor. The remaining four (4) files contained no evidence of observations. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An internship is successful when the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for standard certification. If either the field supervisor or campus supervisor does not recommend the candidate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor. Two (2) candidates whose records were reviewed had reached the point of standard certification. One (1) file contained evidence of a recommendation from the field supervisor and the other file contained evidence of a recommendation from the campus principal, but neither file reviewed received a



recommendation from both. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]

- The EPP is required to provide notification of certificate deactivation if a candidate resigns, is non-renewed, or is terminated by the school district; the candidate is discharged or released from the EPP; or if the internship assignment does not meet requirements. One (1) certificate was deactivated per the pre-work review completed by TEA staff. While A Career in Education ACP did not provide documents for review for that candidate, the records in the ECOS candidate file identified that the required notice was provided to all parties. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)(II-V)]
- An EPP must provide ongoing support to a candidate as described in 19 TAC §228.35(g) for the full term of the initial and any additional internship, unless, prior to the expiration of the term: a standard certificate is issued to the candidate during any additional internship under a probationary certificate; the candidate resigns, is non-renewed, or is terminated by the school district; the candidate is discharged or is released from the EPP; the candidate withdraws from the EPP; or the internship assignment does not meet the requirements. There was no evidence provided for any of the eight files reviewed that candidates were provided with ongoing support. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)(I-V)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. The candidate in the internship assignments began at the beginning of the year for the eight files reviewed. Candidates were able to experience the first 15 days of school during their internship assignments. The program met the requirement as prescribed. [19 TAC §228.35(e)(4)]
- An internship or clinical teaching experience shall not take place in a setting where the candidate has an administrative role over the mentor or cooperating teacher or is related to the field supervisor, mentor, or cooperating teacher. None of the candidates were in a setting where the candidate had an administrative role over the mentor or was related to the field supervisor or mentor. The program met the requirement as prescribed. [19 TAC §228.35(e)(7)]
- An EPP shall collaborate with the campus or district administrator to assign each candidate with a mentor teacher during the internship. Six out of eight (75%) candidates were assigned to a mentor teacher. The evidence used was the Principal Agreement that identified the mentor teacher assigned. The remaining files contained no documentation as evidence. The program did not meet the requirement as prescribed. [19 TAC §228.35(f)]
- Mentor teachers are required to be qualified. For an internship candidate, a mentor is an educator who has at least three (3) years of teaching experience; who is an accomplished educator as shown by student learning; and who is currently certified in the certification category in which the internship candidate is seeking certification. For the eight files reviewed, the program did not provide any evidence that mentor teachers were qualified. The program did not meet the requirement as prescribed. [19 TAC §228.2(26)]



- The EPP is responsible for providing mentor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center (ESC) if properly documented. Mentor training must include training in how to coach and mentor teacher candidates and must occur within three weeks of being assigned to the intern. No evidence was provided that any of the mentors assigned to the eight candidates were trained as required. The program did not meet the requirement as prescribed. [19 TAC §228.35(f); 19 TAC §228.2(26)]
- Supervision of each candidate shall be conducted with the structured guidance and regular and ongoing support of an experienced educator who has been trained as a field supervisor. A field supervisor is a currently certified educator, who preferably has advanced credentials, shall have at least three (3) years of experience and current certification in the class where field supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor is required to be trained within three (3) weeks of assignment to a candidate. For the eight candidates that reached internship, only three (38%) were assigned to a field supervisor. The candidate placement information showing the date of placement and field supervisor assigned served as evidence. No evidence was provided for the remaining five (5) files reviewed. No evidence was provided that the field supervisors held the required credentials. No evidence was provided that the field supervisors completed local training or TEA-approved training. The program did not meet the requirement as prescribed. [19 TAC §228.35(g); 19 TAC §228.2(18)]
- Initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three (3) weeks of the assignment. No evidence was provided that any of the eight candidates reviewed received an initial contact. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference needs to be onsite. No evidence was provided of a pre-observation conference for any observation (8 files reviewed). Two (2) out of eight files reviewed contained evidence that feedback was sent via email for signature. Of the two files, one (1) only had one (1) observation and that one observation was sent via email. Two out of eight field supervisors emailed feedback to the candidate for a signature but there was no evidence of an interactive post-observation conference. Six out of eight (75%) files reviewed contained no evidence of pre- or post-observation conferences. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor shall document the educational practices observed. Three (3) out of eight files (38%) reviewed contained documented educational practices observed by the field supervisor and one (1) of the three only contained evidence of one (1) observation. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor shall provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Three (3) out of eight (38%)



files reviewed contained evidence that feedback was provided to campus personnel. Signatures on the observation documents served as evidence. The remaining five (5) files reviewed contained no evidence. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]

- For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship. Two (2) out of eight (25%) files reviewed contained evidence of collaboration per the principal or field supervisor and one (1) file contained observation documents by the mentor. It could not be determined if that was intended to be collaboration. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. One (1) candidate completed the internship on an intern certificate during the pandemic and the file contained only three (3) observations. That was acceptable per the Governor's waiver. One (1) file contained observations that were acceptable as presented. Four (4) files reviewed contained no observations in the candidate records reviewed. One (1) file contained evidence of only one (1) observation. One (1) file was in process of completing the internship year. For the observations provided, all were 45 minutes or more in duration. All were in a face-to-face format. The program did not meet the requirement as prescribed. 19 TAC §228.35(g)(1-8)]

#### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §228.35(a)(1) An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom.  
Action: Provide coursework and/or training as prescribed. Provide the following for one (1) candidate to show the requirement has been met: candidate testing history; and syllabi/course outlines; and program benchmarks; and coursework transcripts.
- 19 TAC §228.35(a)(2) Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based.  
Action: Require coursework provided to candidates to meet the requirement as prescribed. This will be a part of the Application A submitted. Provide the following as evidence of adequate preparation that is sustained, rigorous, interactive, candidate-focused, and performance-based for Core Subjects EC-6 with STR: Application A and all applicable appendix items, and syllabi/course outlines or coursework.
- 19 TAC §228.35(a)(4) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is a TEA-approved continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the TEC §21.451 and must be directly related to the certificate being sought.  
Action: If the EPP admits late-hires, follow the requirement as prescribed. If the EPP has candidates that are Late Hires, provide records for one candidate that contain the documents that evidence the candidate met the training requirements for a Late Hire,



including certificates of attendance that are dated and include hours earned; or sign-in sheets that are dated verifying attendance; or other written school district verification.

- Each EPP must develop and implement specific criteria and procedures that allow candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought. Action: Provide the following: policies and procedures in handbooks; or advisory committee minutes where the policy is discussed; or admission information; or orientation material; or website link where the information is posted.
- 19 TAC §228.35(b) Coursework and/or training for candidates seeking initial certification in the classroom teacher certification class. An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training. Action: Update coursework requirements so that the program requires, at minimum, 300 clock-hours. The 50 hours of Professional Development (PD) obtained at a school district are not included in this requirement. This will be a part of the Application A for Core Subjects EC-6/STR certification field. Submit the following: Scope & Sequence document for Core Subjects EC-6 with STR and Application A that identifies the 300 clock-hours of standards-based coursework.
- 19 TAC §228.35(b)(1)-(2)(A-J) Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: 150 clock-hours of coursework and/or training that allows candidates to demonstrate proficiency in [A-J](#). Action: Require 150 clock-hours of prescribed coursework prior to internship. Update coursework and scope and sequence of course offerings so that candidates can meet the preservice requirements as prescribed. Provide the Scope & Sequence document for Core Subjects EC-6 with STR and Application A that identifies the 150 clock-hours of coursework prior to internship. Include the program course/module schedule; or syllabi; or benchmarks; and assessments.
- 19 TAC §228.35(b)(1), (e)(1), and (e)(1)(A-B) Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: a minimum of 30 clock-hours of field-based experience. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection



of the observation. Up to 15 clock-hours of field-based experience may be provided by the use of electronic transmission or other video or technology-based methods.

Action: Require all candidates to complete 30 clock-hours of field-based experiences prior to internship as prescribed. Provide records for one candidate that contains the following: start date of clinical teaching or internship; and field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and Written or videotaped reflections of observation. Also provide the scope and sequence document and Application A that identifies specifically when FBEs occur.

- 19 TAC §228.35(e)(2)(B)(vii) An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment.  
Action: Provide records for one candidate that contain the following information: all field supervisor observation documents, five (5) if the candidate is on an intern certificate, or three (3) if on a probationary certificate.
- 19 TAC §228.35(e)(2)(B)(viii) An internship is successful when the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor does not recommend, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.  
Action: Require the field supervisor and campus administrator to recommend to the EPP that the candidate was successful or not in the internship. Provide records for one candidate, that include: written documentation from the field supervisor; and written documentation from the campus administrator. Additionally, provide evidence for 'do not recommend', if applicable: written documentation provided to the candidate; and written documentation provided to field supervisor; or written documentation provided to the mentor teacher.
- 19 TAC §228.35(e)(2)(B)(vi) An EPP must provide ongoing support to a candidate as described in 19 TAC §228.35(g) for the full term of the initial and any additional internship, unless, prior to the expiration of that term: (I) a standard certificate is issued to the candidate during any additional internship under a probationary certificate; (II) the candidate resigns, is non-renewed, or is terminated by the school or district; (III) the candidate is discharged or is released from the EPP; (IV) the candidate withdraws from the EPP; or (V) the internship assignment does not meet the requirements described in this subparagraph.  
Action: Require the field supervisor to provide each candidate with ongoing support as prescribed. Provide records for one candidate that contain the applicable documents: field supervisor observations; and record of ongoing support by the field supervisor assigned, such as emails, logs, etc.
- 19 TAC §228.35(f) & 19 TAC §228.2(26) an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's



internship. For an internship, a mentor is an educator who has at least three (3) years of teaching experience; who is an accomplished educator as shown by student learning; who is currently certified in the certification category in which the internship candidate is seeking certification. The EPP is responsible for providing mentor training that relies on scientifically based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. The mentor must include training in how to coach and mentor teacher candidates. The mentor has completed mentor training, by an EPP, within three (3) weeks of being assigned to the intern.

Action: Assign mentors to candidates within three weeks of the assignment start date, require qualifications, provide training as prescribed. Provide records for one (1) candidate that contain the applicable documentation: Candidate placement information showing date of placement, name of the candidate, name of mentor, subject area, grade level, supervising administrator name, campus name, and district name. Provide evidence the mentor assigned to the candidate met the qualification requirements: service record and teaching certificate; and evaluations that include evidence of student learning; or campus or district reports that include evidence of student learning; or letters of recommendation that include evidence of student learning. Or provide a form, signed by the campus or district administrator, attesting that the mentor assigned met the requirements for certification, experience, and accomplishment as an educator. Provide the following as evidence of mentor training for the mentor assigned to the candidate: training materials and dated attendance records with signatures; or school district/ESC certificate of completion; or mentor handbook acknowledgment; or training materials and dated attendance information if online training is provided.

- 19 TAC §228.2(18) & 19 TAC §228.35(g)(1-8) Field supervisors must hold the required credentials appropriate for the candidate(s) supervised. A field supervisor is a currently certified educator, who preferably has advanced credentials, shall have at least three (3) years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. For the initial certification of teachers, the initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three (3) weeks of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference needs to be onsite. Informal observations and coaching shall be provided by the field supervisor as appropriate. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.

Action: Provide records for one (1) candidate that contain the required documents for the field supervisor assigned to that candidate. The documents must reflect candidate placement information showing date of placement and field supervisor assigned, such as a field supervisor log. Provide records reflecting the field supervisor's qualifications of



current certification or degree and continuing professional education (CPE); and experience, such as a resume, service records, professional letters of recommendation, and certificates of completion of CPE. Additionally, provide evidence of the field supervisor's accomplishment as an educator: evaluations that include evidence of student learning; or campus or district reports that include evidence of student learning; or letters of recommendation that include evidence of student learning are acceptable evidence. Provide evidence of field supervisor training: training material and dated attendance records with the signature of field supervisor; or handbook acknowledgement with field supervisor signature; or training materials and dated attendance information for online training. For field supervisors assigned after 9/1/2017, a certificate of completion of TEA-approved observation training is required and must be provided. Provide evidence of initial contact: field supervisor log; or emails; or phone records; or other electronic communication; or course syllabi with first contact noted with attendance records. For evidence of pre-and post-observation conferences for each formal observation provide: documentation verifying pre-conference and individualized post-conference; and observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with a record of instructional strategies observed and feedback. For evidence of written feedback / educational practices observed provide: observation instruments completed by field supervisors with mentor, and/or campus supervisor signature; or email with delivery/read receipt; or dated copy of the letter on program letterhead sent with observation results. For evidence of informal observations and coaching provide: field supervisor logs; or email records with delivery/read receipts; or phone records; or observation forms; or other electronic records of observation and coaching. For evidence of field supervisor collaboration provide: field supervisor log; or email records with delivery/read receipts; or phone records; or signed observation forms.

- 19 TAC §228.35(g)(1-4) Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting. An EPP must provide the first formal observation within the first six weeks of all internship assignments. For an internship under an intern certificate or an additional internship described in 19 TAC §228.35(e)(2)(B)(v)(I), an EPP must provide a minimum of three (3) formal observations during the first half of the internship and a minimum of two (2) formal observations during the last half of the internship. For a first-year internship under a probationary certificate or an additional internship described in 19 TAC §228.35(e)(2)(B)(v)(II), an EPP must provide a minimum of one (1) formal observation during the first third of the assignment, a minimum of one (1) formal observation during the second third of the assignment, and a minimum of one (1) formal observation during the last third of the assignment.

Action: Require the field supervisor to conduct formal observations of each assigned candidate as prescribed. Provide training to field supervisors on how to use the observation instrument. Provide one candidate file that contains all required observations as follows: completed observation documents for all required formal observations (five if an intern certificate or three if a probationary certificate); reflecting observation date, start and stop time, subject, grade level, and a record of educational practices observed; and signed by candidate and field supervisor. For frequency/number



of observations provide: observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with the record of instructional strategies observed. Implement a process to capture written recommendations from the field supervisor and campus supervisor for candidates in an internship.

### **Recommendations**

- If the EPP will admit candidates as Late Hires, establish a process and requirements to verify and ensure candidates receive the required coursework and training according to TAC requirements.
- Place the criteria and procedures policy for accepting previous coursework completed for non-military candidates on one central landing page on the website for all applicants and candidates to see.
- Update the observation instrument used by A Career in Education ACP to ensure candidate proficiency can be captured during the observation.
- Implement a process to capture written recommendations from the field supervisor and campus supervisor for candidates in an internship.
- Implement requirements for the field supervisor to provide ongoing support to candidates completing internships.
- Provide training to field supervisors to document evidence of ongoing support.
- Consider using a field supervisor log, signed/verified by the candidate, for the purpose of documenting ongoing support.
- Consider adding the attestation to a mentor agreement that the mentor has completed the required training.
- Update requirements for field supervisors and update any related documents that field supervisors will use to document supervision.

Based on the evidence presented, A Career in Education ACP is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

### **COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40**

#### **Findings**

- A Career in Education ACP has established benchmarks to measure candidate progress. All ten files reviewed contained a benchmark document noting assignments completed in the EPP and the dates of completion. It was noted that the assignments on the benchmark documents were not all standards-based assignments. Some benchmark documents were not completely filled out. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- A Career in Education ACP did not provide evidence that it has structured assessments to measure candidate progress. The EPP was to submit a performance-based assessment and its corresponding rubric for the Core Subjects EC-6 with STR as evidence of compliance but did not submit anything for TEA review. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]



- A Career in Education ACP did not provide sufficient evidence that it has processes in place to ensure that candidates are prepared to be successful in their certification exams. The EPP provided a testing document showing the date that a candidate took and passed the exams for certification for some candidates, and a benchmark document for all ten candidates, but did not specifically identify dates or criteria met for eligibility to test. The EPP also had incorrect information in its candidate handbook stating that the certification fee was \$52, and it is not. The program did not meet the requirement as prescribed. [19 TAC §228.40(b)]
- An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP. The criteria for testing were not published. The candidate handbook stated that a candidate must score a 70% on practice tests but did not specify that a 70% is needed to take a TEXES exam. It was noted that all candidates were admitted prior to testing and the benchmark documents showed the scores candidates earned on practice exams. The program did not meet the requirement as prescribed. [19 TAC §228.40(d)]
- For the purposes of EPP improvement, an entity shall continuously evaluate 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. A Career in Education ACP did not provide evidence that it uses information from a variety of sources to evaluate program design and delivery. The program did not meet the requirement as prescribed. [19 TAC §228.40(e)]
- An EPP shall 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 (5) years after a candidate completes, withdraws from, or is discharged or released from the program. A Career in Education ACP was not able to produce all records required for the review. Admission and observation documents were missing for some of the files reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]

#### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §228.40(a) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish structured assessments of the candidate's progress throughout the EPP.  
Action: Develop and implement structured assessments that measure candidate progress throughout the EPP. Provide the following for one (1) candidate: Assessments and the rubrics used to evaluate the assessments. This will also be a part of Application A that includes one performance-based assessment and the associated rubric per course in the EC-6/STR certification field.
- 19 TAC §228.40(b) & 19 TAC §228.40(d) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification unless that content pedagogy test is used for admission purposes; and an EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct.



Action: Ensure that each candidate is adequately prepared to pass the certification exam(s) that is/are required for the certificate(s) sought and determine the readiness of each candidate to take the exams. Provide the following for one candidate: document(s) reflecting the date that the candidate met criteria for testing; and syllabi/course outlines; or benchmarks that identify the date that the criteria for testing were met.

- 19 TAC §228.40(e) For the purposes of EPP improvement, an entity shall continuously evaluate 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.

Action: Develop and implement a plan to consistently evaluate the design and delivery of the EPP components. Provide the EPP evaluation plan detailing the activity, timeline, and person responsible for implementation. Include data collected from internal and external sources and/or dated evaluation reports used to develop the continuous improvement plan; and dated advisory committee minutes/sign-in sheets with attendees listed where program evaluation was discussed.

- 19 TAC §228.40(f) An EPP shall 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 (5) years after a candidate completes, withdraws from, or is discharged or released from the program.

Action: Retain all candidate records for a period of five (5) years from admission to completion as prescribed. Records to be retained include: all admission documents; all documents related to field supervision, including completed observation documents; and benchmark documents reflecting coursework and EPP requirements completed.

### **Recommendations**

- Strengthen the benchmark document used for each candidate by ensuring that benchmarks completed are based on TAC requirements and include the dates that each benchmark is completed. For example, benchmarks may be admission, pre-internship coursework completed, FBEs completed, content exams passed, internship start date, PPR passed, remaining coursework completed, recommendation by the field supervisor & campus administrator for standard certification, and standard certificate issued.
- Place the requirements that a candidate must meet to be able to take content and PPR exams on the website in one central location for all candidates and applicants to be able to clearly see the expectation. Place the same requirements in the candidate handbook.
- Consider requiring an 80% mastery on practice exams before a candidate is released to take a TExES exam.
- Put processes in place to ensure that all candidate records from admission to standard certification are retained for a period of five years by the EPP.

Based on the evidence presented, A Career in Education ACP is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.



## **COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50**

### **Findings**

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to 19 TAC Chapter 247 (relating to Educators' Code of Ethics).

- The EPP ensures that each candidate adheres to the Texas Educator's Code of Ethics. Evidence, in the form of a dated signed Code of Ethics, was found in eight out of ten (80%) of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics document. The EPP provided a signed Code of Ethics document for the three (3) current staff/field supervisors as evidence of compliance.

### **Compliance Issues to be Addressed**

- None.

### **Recommendations**

- Ensure that all staff/field supervisors provide a signed Code of Ethics noting that they have received, read, and will abide by it.
- Because all candidates need to abide by the Code of Ethics, continue the process of requiring it at admission.

Based on the evidence presented, A Career in Education ACP is in compliance with 19 TAC §228.50 - Professional Conduct.

## **COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70**

### **Findings**

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The program met the requirement as prescribed. [19 TAC §228.70(b)(1)]
- The EPP complaint policy is not posted on the website and the program did not provide evidence that it has the complaint policy posted on-site. TEA reviewed the candidate handbook for evidence of a written complaint policy, but the policy was not published in the handbook. The program did not meet the requirements as prescribed. [19 TAC §228.70(b)(2-4)]

### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §228.70(b)(2-4) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy. The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with



TEA staff in accordance with 19 TAC §228.70(c)(1). Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with 19 TAC §228.70(c)(1).

Action: Provide the link to the website where the information about filing a complaint is posted. Provide a photo of where the complaint policy is posted at the EPP physical site. Provide the updated handbook where the complaint policy is provided in writing to candidates.

### **Recommendations**

- Provide one central place on the website where all required information can be found so applicants and candidates can easily access the information.

Based on the evidence presented, A Career in Education ACP is not in compliance with 19 TAC §228.70 – Complaints Process.

## **COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230**

### **Findings**

- Teacher candidates have met degree requirements for certification. Two (2) out of ten candidates reached the point of standard certification. Both candidates held a degree at the time of standard certification. The official transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §230.13(a)(1)]
- Candidates must complete an approved EPP to be recommended for standard certification. A benchmark document was provided in the file for each of the two (2) certified candidates; however, the document was incomplete. On the website, testing was listed as a requirement for certification. It was noted that the [A Career in Education ACP website](#) was last updated in 2011 and contained non-functioning links to the ETS website. ETS is no longer the testing vendor for TExES exams and EXCET exams are no longer accepted for program completion as stated on the website. The program did not meet the requirement as prescribed. [19 TAC §230.13(a)(2)]
- The EPP is required to make a recommendation for certification by the application and issuance deadlines for the certificate sought. Both candidates were recommended for standard certification by A Career in Education ACP and the recommendation for each was in ECOS. The program met the requirement as prescribed. [19 TAC §230.13(a)(2)]

### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §230.13(a)(2) Candidates seeking initial standard certification must complete an approved EPP.  
Action: Require all candidates to complete the EPP prior to standard certification as prescribed. Provide the following for one (1) candidate: a record of EPP completion for a candidate that has completed all requirements for standard certification.



## Recommendations

- Specify and place all of the requirements for EPP completion on the website and in the Handbook where they are visible to all applicants and candidates.

Based on the evidence presented, A Career in Education ACP is not in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

## COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC Chapter 229

### Findings

- It is important to note that in the 2018-2019 Accreditation letter, it was identified that A Career in Education ACP did not meet the requirements for field observation frequency for the following groups: All, Female, and Hispanic. That was the primary reason for the accreditation status of Accredited-Probation Year 1 in that year.
- A Career in Education ACP has submitted ASEP reports within the timeline required by TEA for the 2018-2019 and 2019-2020 academic years. The program met the requirement as prescribed. [19 TAC §229.3(f)(1) and Associated Graphic]
- Six of 10 (60%) teacher candidate files reviewed contained a formal offer of admission letter that corresponded to the admit date in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- Candidate admissions must be uploaded into the system within seven days of the formal admission date. Two (2) of the ten candidates were admitted before the requirement went into effect. Of the eight candidates, one (1) candidate (13%) was uploaded within seven days as required. Seven candidates were not reported as admitted within the seven days required. The EPP did not meet the requirement as prescribed. [19 TAC §229.3(f)(1)]
- Two (2) out of ten (20%) teacher candidate files reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. One (1) of the ten files contained a transcript that did not reflect a GPA. The program was 20% compliant. [19 TAC §229.3(f)(1)(7)]
- All ten teacher candidate files were accurately reported for all certification areas for which they were admitted. The program was 100% compliant.
- Nine files reviewed should have contained observation documentation that reflected the data that was reported in ASEP in terms of observation frequency and duration and the tenth file had not reached the point of internship. The format for all was face-to-face. For one (1) candidate the observation duration uploaded into ASEP was not documented in the candidate's records. One (1) candidate's file contained evidence of mentor observations but no field supervisor observations; however, observations were reported in ASEP for the candidate. All observations that were reported contained a duration of 45 minutes. Four (4) files reviewed contained no observation documentation and no observations were reported in ASEP for those candidates. One (1) file reviewed contained only one (1) observation and that observation duration did not correspond to what was uploaded into ASEP. One (1) file reviewed contained observations that corresponded to what was uploaded into ASEP in terms of observation duration and frequency. One (1) file reviewed was in process of field supervision. Records were not



provided for review and observations had not been uploaded into ASEP for that candidate. One (1) out of nine files reviewed (11%) contained evidence of observations that corresponded to the observation duration and frequency in ASEP. [19 TAC §229.3(f)(1)(1)]

- It was noted and the A Career in Education ACP staff were notified during the review that they had missed a deadline for Title II reporting. The EPP staff stated that they were not aware of that deadline. TEA staff provided Title II contact information to the EPP so that they could contact Title II staff and would know what submissions were due.

### **Compliance Issues to be Addressed (see Compliance Plan)**

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately and within the timeframe required in ASEP or to Title II, as applicable, and related candidate documentation.

### **Recommendations**

- Participate in all webinars about ASEP and Title II reporting to ensure that EPP staff know and understand the requirements and deadlines for reporting.

Based on the evidence presented, A Career in Education ACP is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

### **RECOMMENDATIONS AND ADVISEMENT**

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TEXES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The transition from 291 Core EC-6 with STR to 391 Core EC-6 is beginning. December 2021 is the last date a candidate can take the 291 exam. The last date to standard certify candidates using the 291 exam will be December 2022. You will want to begin reminding candidates just as you were doing for the 291 without STR to ensure that they



meet all requirements and can be standard certified under that certificate. As you formally admit new EC-6 candidates, you will want to begin admitting as 391 candidates.

- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

### **PROGRAM RECOMMENDATIONS AII EPPS**

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- 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 the current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

### **SUMMARY**

A Compliance Plan were created collaboratively with the A Career in Education ACP staff.



**“I have reviewed the EPP Report and agree that all required corrections will be made on or before July 30, 2021 at 5 PM CST.”**

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**Signature of Legal Authority**

**Date**

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**Printed Name of Legal Authority**

**Date**