



Ana G. Mendez 2018 – 2019 Pre-Approval Site Visit Review Report

PURPOSE

Texas Education Agency (TEA) Program Specialists, Vanessa Alba and Lorrie Ayers, conducted a Pre-Approval Approval On-Site Review of the applicant for educator preparation program (EPP) for Ana G. Mendez University on August 15, 2019. Per 19 Texas Administrative Code (TAC) 228.10(a), “An entity seeking initial approval to deliver an educator preparation program (EPP) shall submit an application and proposal with evidence indicating the ability to comply with the provisions of this chapter, Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs), and Chapter 230 of this title (relating to Professional Educator Preparation and Certification). The proposal will be reviewed by the Texas Education Agency (TEA) staff and a pre-approval site visit will be conducted”. Rosa I. Reyes was identified as the program primary contact for the on-site pre-approval review process. Ana G. Mendez University-based alternative certification program (ACP) applicant is seeking approval as an EPP and the anticipated start date is January 1, 2020. At the time of the review, Ana G. Mendez is seeking to certify candidates in the following classes and routes: Teacher class for Core Subjects EC-6, Bilingual Supplemental, ESL Supplemental, and Special Education Supplemental in the ACP route only.

Per 19 TAC §228.10(a)(1), “The proposal shall include the following program approval components”: Ownership & governance, criteria for admission, curriculum, coursework and/or training, including ongoing support during clinical teaching, internship, and practicum, certification procedures, assessment & evaluation of candidates for certification and EPP improvement, professional conduct of EPP staff & candidates, EPP complaint procedures, and required submissions of information, surveys, & other accountability data. 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 pre-approval review was conducted in an on-site format and the EPP applicant staff submitted an application and proposal to TEA for review and approval prior to the on-site visit.

The pre-approval visit was guided by the program’s application and associated rubric for approval. 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 applicant. Evidence of compliance was measured using the application and embedded rubric aligned to TAC.

EPP applicant staff participating in the on-site pre-approval review at various stages were: Rosa I. Reyes, proposal author and primary point of contact; Ilia Matos, Ana G. Mendez (AGM) Chief Academic Officer; Dr. Herbert da Silva, DISD field supervisor; Professor Araceli Been, AGM faculty; Josiebel Sambolin, AGM Academic Director; Nancy Santiago, Branch Campus Director; Homayra Reyes, AGM Student Success Director; Armin Garza, AGM Campus Director and



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advisory committee member; and Leonides Perez-Martinez, AGM Learning Resources Center Director.

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 [applicable TAC](#). “Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings:

- TEA verified that the AGM Proposal met all requirements pertaining to governance as written.

Requirements:

- If approved by the State Board of Educator Certification (SBEC), send a letter on letterhead and signed by the Legal Authority of Ana G. Mendez establishing a legal authority and a legal authority backup for the program. These two individuals will be responsible for approving each staff member’s access to the TEA ECOS and ASEP accounts.
- Record and retain detailed agendas, minutes, and sign-in sheets of the advisory committee meeting and ensure that specific input provided by an advisory committee member is included.

Recommendations:

- Send invitations to currently identified advisory committee members requesting a two-year commitment to serve on the committee. This will ensure continuity during the start-up phase of the program.
- The program can always set higher standards than the TEA minimum. As such, it is appropriate to consider adding additional members from other stakeholder groups such as human resource directors from the districts that the program serves, mentors/cooperating teachers, and past and current candidates to the advisory committee.



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- From the stakeholder categories identified in TAC §228.20, select a majority of advisory committee members from the public and private K-12 category.
- Apply to TEA to become a continuing professional education provider in order to reward members of the advisory committee for their involvement and assistance with the AGM educator preparation program by providing Continuing Professional Education (CPE) hours. Teachers are required to earn 150 clock-hours every five years and professional class certificates (Principals, Superintendents, Counselors, Educational Diagnosticians, Reading Specialists, School Librarians, and Master Teachers) are required to earn 200 clock-hours of CPE every five years in order to renew their Texas certificates. All can earn 45 clock-hours of CPE in a five-year period for mentoring another educator.
- After the initial two years of the program, rotate the membership of the advisory committee periodically in order to gain fresh perspectives and insight.
- Organize each agenda to specifically address the areas of authority of the advisory committee: Design; Delivery; Evaluation; and Policy Decisions.

Based on the evidence presented, Ana G. Mendez was in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings:

- TEA verified that the AGM Proposal met all requirements pertaining to admission as written.

Requirements:

- None

Recommendations:

- None

Based on the evidence presented, Ana G. Mendez is in compliance with 19 TAC §227.10 - Admission Criteria.



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COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings:

- TEA verified that the AGM Proposal met all requirements pertaining to curriculum as written.
- It was noted that instruction in digital literacy including a digital literacy evaluation followed by a prescribed digital learning curriculum based on the [International Society for Technology in Education's \(ISTE\) standards](#) was not addressed in the proposal because the proposal was written prior to implementation of the requirement. AGM staff were advised to submit their plan for implementation within one week after the on-site pre-approval visit and TEA will expect to see evidence of full implementation prior to the post-approval review. [19 TAC §228.30(c)(8)(A-C)]
- TEA staff discussed with the AGM staff the need to incorporate the Science of Teaching Reading standards and exam once it becomes approved.

Requirements:

- Fully implement the digital literacy requirement prior to the post-approval review. [19 TAC §228.30(c)(8)(A-C)]
- Update the curriculum to include the Science of Teaching Reading and associated exam as soon as it is approved.

Recommendations:

- None

Based on evidence presented, Ana G. Mendez is in compliance with 19 TAC §228.30-Curriculum.

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

Findings:

- TEA verified that the AGM Proposal met all requirements pertaining to program delivery and on-going support as written.



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- TEA noted that the total program consists of 310 clock-hours, which includes 270 clock-hours of coursework and training and 40 clock-hours of field-based experiences.
- TEA noted that the program is delivered in a face-to-face format only.

Requirements:

- Ensure that a record of completion of the forty clock-hours of field-based experiences required by the program, with adequate evidence including date, subject, grade level, candidate observation notes, campus, district with original verifying signatures of observed teachers, is able to be maintained in detail in the electronic system for review purposes. [19 TAC §228.35(b)(1)]
- Ensure that all dated formal 45-minute observations have evidence of original signatures of the field supervisor, candidate, and cooperating teacher/mentor. Retain in candidate's records for review purposes. [19 TAC §228.35(g)]

Recommendations:

- Consider providing Continuing Professional Education (CPE) credit to mentors/cooperating teachers for their support and work with candidates.

Based on the evidence presented, Ana G. Mendez is 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:

- TEA verified that the AGM Proposal met all requirements pertaining to assessment and evaluation of candidates and program as written.

Requirements:

- None

Recommendations:

- Monitor the number of tests taken by each candidate and the pass rate on a regular basis.



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Based on the evidence presented, Ana G. Mendez is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates 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 Chapter 247 of this title (relating to Educators' Code of Ethics).

- TEA verified that the AGM Proposal met all requirements pertaining to assessment and evaluation of candidates and program as written.

Requirements:

- None

Recommendations:

- None

Based on the evidence presented, Ana G. Mendez 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 Ana G. Mendez complaints process is on file at TEA.

Requirements:

- Immediately upon SBEC approval, information concerning the complaint process must be posted on the Ana G. Mendez website, at the official administrative offices, and the classroom teaching sites. [19 TAC §228.70(2-3)]

Recommendations:

- None



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Based on the evidence presented, Ana G. Mendez is in compliance with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC §228 and §230

Findings:

- TEA verified that the AGM Proposal met all requirements pertaining to certification procedures of candidates as written.

Requirements:

- None

Recommendations:

- None

Based on the evidence presented, Ana G. Mendez is in compliance with 19 TAC §228 and §230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC §229

Findings:

- TEA verified that the AGM Proposal met all requirements pertaining to integrity of data reporting as written.

Requirements:

- None

Recommendations:

- Strongly consider assigning one person to handle data submissions.

Based on the evidence presented, Ana G. Mendez is in compliance with 19 TAC §229 – Integrity of Data Reported.



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SUMMARY:

Overall Recommendation: Based on the application and the pre-approval visit, Ana G. Mendez ACP will be presented to the State Board for Educator Certification (SBEC) for approval to certify teachers in Texas on Friday, October 4, 2019. TEA further recommends to SBEC that Ana G. Mendez ACP be approved to operate effective January 1, 2020.

Upon SBEC Approval: TEA will send Ana G. Mendez an official notification of SBEC approval, the program's official TEA county-district number, instructions for determining the legal authority and legal authority back-up, and the name and contact information of the TEA program specialist assigned to the program. TEA will also schedule a date and time for Ana G. Mendez staff to come to TEA for New EPP training.

GENERAL PROGRAM RECOMMENDATIONS:

- Ensure that staff utilizes the [Program Provider Resources](#) page of the TEA website to access pertinent information EPPs frequently request.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Implement quality control procedures to ensure ASEP reports, including GPA spreadsheets, are submitted accurately during state reporting each year.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.).
- Continue to monitor the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code.
- Begin to participate in webinars provided by the Division of Educator Preparation once approved to operate as an EPP to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code.
- Establish and 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.