

Item 12: Request to Approve a New Educator Preparation Program: Teach at Dallas College

DISCUSSION AND ACTION

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

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

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

EFFECTIVE DATE: Upon SBEC approval with enrollments to begin August 9, 2022.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC approves all EPPs. The EPP prepares and completes an extensive application addressing the SBEC-required nine components as follows:

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

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

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

TEA staff members, Lorrie Ayers and Emily Carrizalez, conducted a pre-approval site visit on June 1, 2022 and found that Teach at Dallas College complied with the provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs, that govern approval of educator preparation programs.

Representatives from Dallas College will attend the July 22, 2022 SBEC meeting and will address the Board’s questions related to their application as needed.

Certifications Requested:

- Early Childhood: Prekindergarten - Grade 3

Anticipated Enrollment Start Date: August 9, 2022

Anticipated Number of Educators for the First Year: 100

Cost of the Program per Participant: \$4,740

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

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve Teach at Dallas College as a new educator preparation program as presented.

Staff Members Responsible:

Pam Wetherington, Director, Educator Preparation and Testing

Lorrie Ayers, Manager of Educator Preparation

Attachment:

Executive Summary for Teach at Dallas College

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

Dallas College is seeking approval for its Bachelor of Applied Science in Early Childhood Education (BAS ECE) to result in initial certification in Early Childhood: Prekindergarten – Grade 3 (EC-3). As of July 2020, Dallas College is an approved level 2 granting institution of higher education and one of the largest community college systems in the state of Texas - serving over 100,000 students each year. Dallas College maintains seven branch campuses. The Dallas College Administrative Offices, located at 1601 Botham Jean Blvd. Dallas, TX 75215, serves as the primary campus address. Dallas County is one of the fastest growing regions in Texas with an immediate need for 4,300 new early childhood education (ECE) teachers and a projected additional need of 450 new ECE teachers each year over the next five years. The proposed educator preparation program (EPP), Teach at Dallas College, is well-positioned to meet these needs as it seeks to offer an innovative, high-quality program that meets regional workforce needs while contributing to the diversity of the educator workforce by recruiting, supporting, and preparing teacher candidates who reflect the racial diversity of the students they will ultimately serve. Teach at Dallas College anticipates beginning the program in fall 2022 and certifying approximately 100 candidates each year across all campuses. The requested undergraduate program has three unique attributes: 1) **Accessibility**-the cost per candidate is \$4,740 (\$79 per semester credit hour with 60 credit hours in the program) for in-county Dallas residents. 2) **Diversity** of our teacher candidates-the Fall 2021 inaugural class pursuing the BAS ECE at Dallas College is predominately first-generation college students and primarily students of color. Seventy one percent of students identify as Latino, fifteen percent identify as African American, and two percent identify as Asian. 3) **Rich clinical component** embedded throughout the program. Every course has been set up in a lecture/lab configuration which means our teacher candidates will receive direct instruction from faculty and have ongoing opportunities to practice teaching skills – accumulating over 400 hours of field-based experiences prior to clinical teaching.

Component 1: Governance of Educator Preparation Programs

The advisory committee includes six members representing public/private schools, one institution of higher education, one education service center, and four business and community members. Committee members were chosen based upon their demonstrated expertise in the field and their ability to provide advice and guidance. Each committee member was provided written guidance relative to the committee's responsibilities and participation expectations. The advisory committee, which will meet via video conference twice per year, will provide guidance and input relative to programmatic decisions, policies, and problems of practice.

Component 2: Admission Criteria

At the time of application to the EPP, all applicants must demonstrate that they have completed: 1) 60 semester credit hours (SCH) with a minimum cumulative grade point average of 2.75; 2) at least 12 SCH of coursework in the major/teaching field with no grade lower than a C; 3) core curriculum coursework to demonstrate proficiency in reading, writing, mathematics, and communication; 4) an interview with School of Education (SOE) leadership and received an acceptable score. Additionally, applicants must: 1) Achieve a passing score or be exempt from the TSI Assessment; 2) Submit an EPP application to the EPP with two (2) references; 3) Demonstrate the ability to pass a criminal background check; and 4) Receive (and accept) an EPP admission offer. Candidates with a grade point average (GPA) of less than 2.75 may be admitted if they take and pass the pre-admission content test. Candidates applying from out-of-

country are eligible for admission following a foreign credential review. The EPP retains all files and records, for a minimum of five years from completion, on secured Microsoft servers to facilitate the storage and movement of data across platforms. Microsoft's education platform meets all federal and state regulatory requirements for security and data safeguarding.

Component 3: Educator Preparation Curriculum

Program coursework is rigorous, competency- and research-based, student focused and aligned to The Texas Essential Knowledge and Skills, English language proficiency standards, Pre-K Guidelines, and to the educator standards. The program carefully addresses reading instruction in language and literacy courses. Additionally, instruction in the educators' code of ethics, mental health, substance abuse, and youth suicide, and dyslexia is provided. Digital learning, including a digital literacy evaluation, is addressed in an educational technology course. Candidates have ongoing, supported opportunities to use the skills being developed, with corresponding benchmarks in growth required and tracked through signature performance tasks in each course. Relevant and aligned clinical experiences correspond with each section to ensure opportunities for practice occur throughout the program.

Component 4: Delivery & Ongoing Support

The estimated program length is two years and will be delivered face-to-face. The program consists of 20 courses (60 SCH). The coursework is delivered in a 2lecture/2lab format (for a total of 32 clock hours of class time and 32 clock hours of lab time per course). In this structure, 2 hours each week are identified as lab time where 1.5 hours include guided observation or interaction with students on the PK-3 school campuses, and the additional 30 minutes of lab time is utilized for programmatic activities, applying for work-based experiences, interviewing, etc. The course assignments are linked to these experiences within each scheduled course. The 432 hours of observation and interaction with students on PK-3 campuses exceeds the minimum requirement of 30 clock hours of early field-based experiences (FBE). Candidates complete the supervised clinical teaching requirement on approved campuses in 28 weeks of ½ days which meets the minimum requirement in TAC. Candidates are assigned field supervisors and cooperating teachers who will receive training around observation expectations, co-teaching strategies, providing effective feedback, completing required evaluations, and reporting requirements. Field supervisors will contact candidates within three weeks of being assigned. Field supervisors will also complete two formal observations and at least three walkthroughs per semester, and will provide ongoing support. Field supervisors and cooperating teachers will communicate regularly to ensure feedback is aligned, grounded in PK-3 student learning, and focused on the highest-leverage actions candidates need to take to improve their practice. Additionally, field supervisors and cooperating teachers will provide written recommendations of candidate success at the end of the clinical teaching experience.

Component 5: Candidate and Program Evaluation

Programmatic benchmarks include: 1) Successful completion of training, coursework, and signature performance tasks and 2) Maintaining a 2.75 GPA, which is also a benchmark to be approved to take the TExES exams. Dallas College will continuously evaluate the design and delivery of the program through a process that gathers: 1) quantitative information regarding candidates' effectiveness with PK-3 students and 2) qualitative feedback from candidates, cooperating teachers, field supervisors, principals, district-personnel directors, faculty, and program leadership. Evaluative information will be used to inform planning meetings each semester and will also be used as part of a program review process that measures the efficacy of recruitment and selection, content knowledge and teaching methods, coaching and feedback, and continuous improvement planning efforts. The advisory committee will provide input on improvement plans based upon this information.

Component 6: Professional Conduct

Instructors and candidates will engage in the recorded TEA Teacher Ethics training, submit responses to questions regarding the training, and sign an attestation confirming they have completed the required training and will abide by the Texas Educators Code of Ethics.

Component 7: Complaints Process

Candidates may file formal complaints by submitting the Dallas College grievance form (within 30 days of having knowledge of the complaint). These candidate concerns are housed in the secure software Maxient system. The Dean of Baccalaureate Studies will create a case for the grievance within the first 15 workdays, reach out to all involved parties as part of the investigation, reach resolution after thorough research, and inform the candidate of a decision. If the grievance is not resolved with this process, the candidate may submit the grievance to the Vice Provost's office. The Vice Provost's office will schedule a hearing within 20 class days of receipt of all artifacts. Information regarding the grievance policy will be displayed on the EPP website and at the physical sites where candidates are prepared and will also be included in the candidate handbook.

Component 8: Issuance of Certificates

Candidates' applications for standard certification will be evaluated by the Office of Educator Certification. Teach at Dallas College assures that it will follow all rules pertaining to the issuance of standard certificates as outlined in 19 TAC Chapter 230. To be eligible for certification upon conferral of the bachelor's degree, candidates must have successfully completed all program requirements, including a recommendation from the field supervisor and cooperating teacher, and must have achieved passing scores on all required TExES exams.

Component 9: Accuracy of Data Reporting

Teach at Dallas College assures that it will follow all rules pertaining to state and federal reporting.