

2023–2024 Continuing Approval Review Report

Houston ISD

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the Houston ISD educator preparation program (EPP) on May 31, 2024-June 11, 2024. 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...”. LaShawn Porter, EPP Director, was identified as the program’s Primary Point of Contact and the primary EPP contact for the review process. The Houston ISD EPP was approved as an EPP on July 1, 1985. At the time of notification, the EPP was rated Accredited. The risk level was Stage 2 (medium). At the time of the review, the EPP was rated Accredited Probation-Year 1. The EPP reported 88 finishers for the 2021-2022 reporting year and 71 finishers for 2022-2023.

At the time of the review, the Houston ISD EPP was approved to certify candidates in the following classes: Teacher, Educational Diagnostician, School Counselor, and School Librarian. The Educational Diagnostician, School Counselor, and School Librarian are inactive, and no files were selected for review from those programs. The EPP is approved to prepare and recommend candidates for certification in the alternative certification (ALT) route.

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 “Desk Review” format where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to all certification classes in all certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

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 12, 2024. Additional EPP documents, including records for five candidates, were submitted on February 23, 2024. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

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“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP and no follow-up is required.

Following are the areas where the EPP was found to exceed requirements in TAC.

FINDING: SUCCESSFUL INTERNSHIP RECOMMENDATION

The EPP exceeds requirements in 19 TAC §228.35(e)(2)(B)(ix) Skills Implementation: Successful Internship-Recommendation by the field supervisor and campus administrator.

EVIDENCE

1. In addition to receiving the two required recommendations from the field supervisor and campus administrator, the HISD EPP also requires that each candidate must be recommended by an HISD committee prior to standard certification.

The following are additional findings from the review:

GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has been consistently informed of their roles and responsibilities. [19 TAC §228.20(b)]
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has not had any program amendments within the past five years. [19 TAC §228.20(f)]
6. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to an internship experience for each certificate in the EPP. [19 TAC §228.20(g)]
7. The EPP has published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)]
8. The EPP has not added any new program locations. [19 TAC §228.10(e)]
9. The EPP has qualified instructors for each active certificate category offered. [19 TAC §228.10(d)(1)]

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10. The EPP has consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]

CORRECTIVE ACTION REQUIRED

None

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for employment as an educator in Texas. [19 TAC §227.1(b)]
2. The EPP has published information about the potential impact of criminal history on candidate certification and the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
3. The EPP has published the admission requirements of the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has published the completion requirements of the EPP. [19 TAC §227.1(c)(2)]
5. The EPP has published Information about the EPP performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
6. The EPP has published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
7. The EPP has published a complaints process, but it does not provide a link to the TEA complaints process. [19 TAC §228.70(b)(2-4)]
Evidence: The EPP provided the link to their website where the complaints process is posted and provided a copy of the complaints process that is available to anyone who requests it, but the required postings did not include information about how to file a complaint with TEA.

CORRECTIVE ACTION REQUIRED

The EPP must publish the required information in a location transparent to applicants and candidates (as applicable) for all programs within the EPP as required by 5:00 PM CST on October 15, 2024.

1. **19 TAC §228.70(b)(2-4) Complaints Process: Posted:**

The EPP complaints process that is posted on the website, at the EPP physical site in a conspicuous location, and the copy provided in writing to an individual upon request regarding filing a complaint under the EPP's complaint policy, must include information regarding filing a complaint with TEA staff.

Note: Effective September 1, 2024, the EPP must meet the new requirements regarding the Complaints Process in 19 TAC §228.121.

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FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and contingency admission process as required in 19 TAC §227.17 and §227.15. Following are the findings:

FINDINGS

1. Applicants who met all admission requirements were admitted. [19 TAC §227.17(a) and §227.15(a)(1)-(2)]
2. The formal written offer of admission was consistently found in candidate records. [19 TAC §227.17(b) & (c) and §227.15(a)(3)-(4)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c) and §227.15(a)(4)]
4. The formal and contingency dates of admission were consistently included in the written offers of admission. [19 TAC §227.17(d) & §227.15(b)]
5. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e) and §227.15(c)]
6. Candidates were not provided coursework, training, or test approval prior to formal or contingency admission. [19 TAC §227.17(f) and §228.40(d)]

CORRECTIVE ACTION REQUIRED

None

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records including applications, transcripts, screening rubrics, and other documentation were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to the Teacher program to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses a screening device to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
5. The EPP consistently collects all additional requirements for admission and verifies candidates meet all additional requirements for admission. [19 TAC §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7), 19 TAC §230.11(b)(5)(B), & 19 TAC §227.10(f)]

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CORRECTIVE ACTION REQUIRED

None

STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Course descriptions, performance assessments, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework in each certificate class offered. Following are the findings:

FINDINGS

1. Candidates were consistently required to complete the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b)]
2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of performance assessments was not consistently found but the assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

Evidence: The EPP submitted two performance assessments. The Science of Teaching Reading (STR) performance assessment was standards-based and the associated rubric contained defined levels of proficiency and a cut score. The Early Childhood Education (ECE) assessment contained 20 multiple-choice questions and two performance tasks. There was no rubric for which to evaluate proficiency and no defined levels of proficiency or cut scores for the ECE performance tasks.

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC §228.30, §228.35, and §228.40 by 5:00 PM CST on October 15, 2024.

1. **19 TAC §228.40(a) Candidate Assessment:**

For each certificate the EPP is approved to offer, develop, and implement standards-based performance assessments and rubrics aligned to the standards addressed in the related performance assessment. Retain evidence of all structured assessments in the candidates' records per the records retention requirement in 19 TAC §228.40.

Note: Effective September 1, 2024, the EPP must meet the requirements regarding performance tasks in 19 TAC §228.33(b) and the new records retention requirement in 19 TAC §228.31(i).

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Course descriptions, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in the Texas Administrative Code and Texas Education Code. Following are the findings:

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]

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2. Training in educating students with Dyslexia was found in coursework provided to candidates and was provided by the approved provider. [19 TAC §228.30(c)(2)]
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas were apparent in the coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in the coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was provided to candidates. [19 TAC §228.30(c)(6)]
7. Training in appropriate relationships, boundaries, and communications with students was consistently provided to candidates. [19 TAC §228.30(c)(7)]
8. Instruction in digital learning, virtual instruction, and virtual learning were not consistently provided to candidates and the Digital Literacy evaluation and the related prescribed curriculum were not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: The EPP provided the Digital Literacy Course Description but did not provide evidence of a prescribed curriculum that includes instruction in digital learning, virtual instruction & virtual learning, a digital literacy evaluation, or resources to address deficiencies identified by the digital literacy evaluation.
9. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by 5:00 PM CST on October 15, 2024.

1. 19 TAC §228.30(c)(8) Digital Literacy:

Update and implement coursework so that all candidates seeking Teacher certification receive instruction in digital learning, virtual instruction, and virtual learning as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. Instruction must:

- be aligned with the latest version of the [International Society for Technology in Education's \(ISTE\) standards](#) as appears on the ISTE website;
- provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
- include resources to address any deficiencies identified by the digital literacy evaluation.

Retain evidence per records retention requirements in 19 TAC §228.40.

Note: Effective September 1, 2024, the EPP must meet the new requirements for instruction in digital learning in 19 TAC §228.57(c)(8)(A-D) and must meet the new records retention requirement in 19 TAC §228.31(i).

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Course descriptions, benchmark documents & other candidate records, and published information were reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

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FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1)]
2. FBE assignments and activities inconsistently meet the requirements for completing FBE. [19 TAC §228.35(e)(1)(A)]
Evidence: Candidates are required to complete 30 clock-hours of FBE but it could not be determined from the FBE logs provided for review that candidates completed any interactive FBE. The logs completed by four out of five (80%) candidates only identified 15 clock-hours of observations and 15 clock-hours of electronic FBE. One out of five (20%) files reviewed was a pandemic-era candidate and that file contained evidence of 30 clock-hours of electronic FBE as was allowed at the time.
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.35(b) and §228.35(e)(1) by 5:00 PM CST on October 15, 2024.

1. **19 TAC §228.35(e)(1)(A) FBE: Interactive Hours**

Update and implement a field-based experience (FBE) process that meets or exceeds all requirements for completing FBE activities including FBE that are completed in a variety of settings and at least 15 hours of interactive activity. Update and implement a process to track and document the various field-based experiences: interactive, observation, electronic, and serving as a substitute to ensure candidates complete all pre-service field-based experience requirements as prescribed. Retain FBE logs, reflections, and benchmark documents or other evidence that reflects pre-service requirements completed in candidates' records per the records retention requirement in 19 TAC §228.40.

Note: Effective September 1, 2024, the EPP must meet new the field-based experience requirements in 19 TAC §228.43(a-e) and the new records retention requirement in 19 TAC §228.31(i).

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Course descriptions, benchmark documents, and documentation in candidate records such as placement documents, logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e)-(g). Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(B)]
2. Candidates were consistently placed in an approved supervised clinical experience assignment. [19 TAC §228.35(e)(2)(B)]

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3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical experience. [19 TAC §228.35(e)(2)(B)(ix)]
4. Candidates were not consistently assigned appropriate qualified campus personnel to support them during the supervised clinical experience and the qualifications of campus personnel supporting candidates in the supervised clinical experience were not consistently verified by the EPP. [19 TAC §228.35(f) & 19 TAC §228.2(26)]

Evidence: Three out of five candidates selected for review completed the clinical experience. Two out of the three (66%) files contained evidence of certification, experience, and accomplishment as an educator for the mentor teachers assigned to those candidates. Valid certificates, service records reflecting more than three years of experience, and the district signed & dated verification of accomplishment as an educator served as evidence. The third candidate file reviewed (33%) contained evidence of an expired certificate, a service record with more than three years of experience, and no evidence of accomplishment as an educator for the mentor assigned. The EPP did not provide evidence for selecting that individual as a mentor teacher.
5. Training was consistently provided as required to campus personnel supporting candidates in the supervised clinical experience. [19 TAC §228.2(26)]
6. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]
7. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]

Evidence: Three out of five candidates selected for review completed the clinical experience. Two out of three (66%) files reviewed contained evidence that the field supervisors assigned to the candidates held a valid certificate, a service record with more than three years of experience, and a resume as evidence of accomplishment as an educator. The third file reviewed (33%) contained evidence that the field supervisor assigned held a valid certificate, and a service record with more than three years of experience but was lacking a resume as evidence of accomplishment as an educator.
8. Training was consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]
9. There was sufficient evidence that field supervisors conducted the first observation within the required time frame. [19 TAC §228.35(g)]
10. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]
11. There was sufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
12. Field supervisors consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g) & §228.35(e)(2)(B)(ix)]
13. There is sufficient evidence the field supervisors consistently provide ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]

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CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e) by 5:00 PM CST on October 15, 2024.

1. **19 TAC§228.2 (26) & 19 TAC §228.35(f) Campus Supervision: Qualified Mentors:**

Update the clinical experience processes to include verifying, prior to the start of each candidate’s clinical experience, the mentor teacher assigned to support each candidate meets qualification requirements. The updated process must include how the EPP will select mentors in the Teacher class who do not meet requirements and the specific documentation, which includes the reason for selecting an individual that does not meet the criteria. Evidence of qualifications includes a service record and teaching certificate. Evidence of accomplishment as an educator includes 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. Retain evidence of the mentor qualifications in the candidates’ or EPP records per the records retention requirement in 19 TAC §228.40.

Note: Effective September 1, 2024, the EPP must meet the mentor qualifications and responsibilities requirements in 19 TAC §228.97(a)(1-5) & (b)(1-2) and must meet the new records retention requirement in 19 TAC §228.31(i).

2. **19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications:**

Update the clinical experience processes to include verifying, prior to the start of each candidate’s clinical experience, the field supervisor assigned to support each candidate meets qualification requirements. The updated process must include how the EPP will select field supervisors in the Teacher class who do not meet requirements and the specific documentation, which includes the reason for selecting an individual that does not meet the criteria. Evidence of qualifications includes a service record and teaching certificate. Evidence of accomplishment as an educator includes 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. Retain evidence of the mentor qualifications in the candidates’ or EPP records per the records retention requirement in 19 TAC §228.40.

Note: Effective September 1, 2024, the EPP must meet the mentor qualifications and responsibilities requirements in 19 TAC §228.97(a)(1-5) & (b)(1-2) and must meet the new records retention requirement in 19 TAC §228.31(i).

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate’s supervised clinical experience as required in 19 TAC §228.35(g). Following are the findings:

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FINDINGS

1. There is sufficient evidence the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
2. There is sufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g)]
3. There is sufficient evidence the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g)]

CORRECTIVE ACTION REQUIRED

None

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

FINDINGS

1. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11 & §230.36(b)(1)]
2. There was sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11 & §230.36]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B); §230.36; §230.11; & §230.13]

CORRECTIVE ACTION REQUIRED

None

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidate records. Following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area in which certificates were issued. [19 TAC §229.3]

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2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were reported as detailed on observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

None

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Course descriptions, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduces barriers in instruction;
 - provides appropriate accommodations, supports, and challenges; and
 - maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - reduce barriers in instruction;
 - provide appropriate accommodations, supports, and challenges; and
 - maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9) & §228.35(e)(2)(B)(9)]

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5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9) & §228.35(e)(2)(B)(ix)]

CORRECTIVE ACTION REQUIRED

None

RECOMMENDATIONS

- Consider using a presentation to inform advisory committee members of their roles and responsibilities. You may either present it during the advisory committee meeting or send it to the membership for review. In either case, the EPP will want to retain evidence, such as a dated sign-in sheet or dated electronic signature that they were informed.
- Expand the advisory committee to include members from the Education Service Center (ESC) and/or higher education.
- Consider a central location on the website to share the required information with all applicants so it is easy to locate, including admission & completion requirements, the effects of supply & demand, the EPP performance over time for the past five years, and the complaints process.
- Update all course descriptions so they address all requirements of each course more clearly and candidates know what to expect from each course.
- Utilize a district verification for qualifications of mentors and field supervisors if the field supervisors are also employees of the district on campuses other than where they are providing field supervision.
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.
- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments throughout the EPP.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- 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 the Texas Administrative Code (TAC) (ex. Field supervisor, mentor, candidate, clinical teaching, internship, 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.

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- Continue to maintain communication with the education specialist assigned to the program.

SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 PM CST on October 15, 2024.

I, the Legal Authority for the Houston ISD EPP, have reviewed the contents of the Report and agree that all required corrections will be complete by 5:00 PM CST on October 15, 2024.

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date