



2019– 2020 Continuing Approval Review Report Dallas Christian College

Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Angela Von Hatten, of Dallas Christian College (057703) educator preparation program (EPP) on October 25, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. Dallas Christian College was originally approved as an EPP on November 7, 2003.

Caroline Worley is the program Legal Authority and the primary EPP contact for the 2019-2020 review. Dallas Christian College is approved for the teacher certificate class only. Certification is offered in these routes: Undergraduate and Alternative Certification Program (ACP). The EPP reported 7 program finishers for the 2017-2018 reporting year and 3 finishers for 2018-2019.

Candidate records were reviewed for 10 candidates, five (5) from each of the approved routes. The results were discussed with EPP staff on Tuesday, November 19, 2019. Attending from the EPP were: Caroline Worley and Annette Esclavon, assistant to the Dallas Christian College's President.

Results

Overview of Components

The following component(s) were found in compliance (C) from the desk review:

- Governance
- Assessment & Evaluation of Candidates & Programs
- Certification Procedures
- Complaints Procedures

The following component(s) were found out of compliance (N) from the desk review:

- Admission
- Curriculum
- Coursework, Training, Program Delivery, & Ongoing Support
- Professional Conduct

1. All admission requirements were met as identified in 19 TAC Chapter 227 except the following:
 - The EPP inconsistently collects an application for admissions from applicants. Records for four (4) out of 10 candidates contained an application. [19 TAC §227.10(a)(8)]
 - Formal admission dates were not embedded in the written offer of formal admissions for 10 out of 10 candidate's records reviewed. [19 TAC §227.17(d)]
 - When comparing candidate records with ASEP information, it was found that 5 out of 10 candidates had enrollment dates earlier than the reported formal admission date. [TAC §227.17(f)]
 - Two (2) candidates were admitted without meeting all requirements. They were admitted under probationary acceptance pending completion of various



admission requirements. TAC does not allow for this type of “probationary” admission. A candidate must either be formally or contingently admitted. If a candidate is contingently admitted, the EPP must verify at the end of the semester of contingent admission that the candidate has achieved a conferred degree. [19 TAC §227.15 (b)], [19 TAC §227.15 (f)]

2. All Curriculum requirements were met as identified in 19 TAC Chapter 228 except the following:
 - Based on information in syllabi provided by the EPP, there was limited evidence that coursework is performance-based or scientifically-based as required in 19 TAC 228.35(a)(2) and 228.30(b) respectively. [19 TAC §228.30(b)]
3. All Coursework, Training, Program Delivery, and Ongoing Support requirements were met as identified in 19 TAC Chapter 228 except the following:
 - The EPP has not established procedures for allowing prior experience, education, or training to be substituted for coursework. [19 TAC §228.35(a)(5)(A)], [19 TAC §228.35(a)(5)(B)]
 - Upon review of observation forms, it has been found that the EPP has not established procedures for documenting ongoing support and communication between field supervisor and candidate. [19 TAC §228.35(e)(2)(B)(vi)]
 - Field supervisor training could not be verified. [19 TAC §228.35(g) and (h)]
 - Initial contact from field supervisors to their assigned candidates could not be verified. [19 TAC §228.35(g) and (h)]
 - After reviewing observation documents, there is insufficient evidence that field supervisors schedule pre-conferences and post-conferences with candidates, providing them with written feedback and copies of their observation forms. [19 TAC §228.35(g) and (h)]
 - There was insufficient evidence to verify if the EPP has procedures for requesting a recommendation/non-recommendation from the field supervisor and campus personnel. On 11/21/19, an additional document titled “Verification Form” was submitted by the EPP as evidence of requesting a recommendation/non-recommendation. The document did not provide sufficient evidence for verification that the procedure had been implemented. [19 TAC §228.35(e)(2)(A)(iii)], [19 TAC §228.35(e)(2)(B)(vii)]
 - Credentials for four (4) out of 10 cooperating teachers could not be verified based on the name listed on observation logs. There was insufficient evidence to verify the EPP provided training to cooperating teachers. [19 TAC §228.35(f)], [19 TAC §228.2(12), §228.2 (23), and §228.2(30)]
 - There was insufficient evidence to verify that field supervisors had attended the required training. [19 TAC §228.2(16)]
 - There is insufficient evidence to verify that observations occur for the required duration. [19 TAC §228.35(g) (1-8) and §228.35(h) (1-3)]
4. All Professional Conduct requirements were met except the following:
 - There is no evidence that the Code of Ethics is provided to, or enforced, for field supervisors. [19 TAC §228.50]



Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before **March 18, 2020**:

- EPP staff must update the formal admission process so that the formal date of admission is embedded in the written offer extended to the applicant. Evidence must be retained in the candidate's record. [19 TAC §227.17(d)]
- EPP staff must develop a policy that identifies what, if any, prior coursework will be accepted in lieu of coursework to be completed by candidates. See [19 TAC §228.35(a)(5)] for requirements.
- EPP staff must develop assessments tracking candidate progress. [19 TAC §228.40(a)]
- EPP staff must provide evidence of scientifically-based research used to develop the curriculum. [19 TAC §228.30(b)]

Recommendations and Advisement

- Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
- The PACT test will change effective at the end of January 2020. Plan to update curriculum 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 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 (ALT/PB) to address changes in PACT that will be in effect January 27, 2020.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments. Evidence of performance assessments will be 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 addition of the Science of Teaching Reading exam (STR) will impact the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 1, 2021. Teacher program staff are advised to plan to meet the January 1, 2021 certificate issuance requirement.
- Certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided



to stakeholders in advance of internship start dates. FS 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.
- Implement quality control procedures to ensure ASEP reports are submitted accurately and timely during state reporting each year.
- Revised program checklist that reflects test approval, formal admission date, initial contact from field supervisor, completion of coursework, completion of field-based experience hours, date of recommendation/non-recommendation from field supervisor and/or campus administrator, the recommendation of a standard certificate, and any other important program requirements.
- 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 current Texas Administrative Code;
- Continue to participate in 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.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before **March 18, 2020.”**

Signature of Legal Authority	Date
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Printed Name of Legal Authority	Date
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