



## 2019 – 2020 Continuing Approval Review Report Dallas ISD ACP

### BACKGROUND

Texas Education Agency (TEA) Program Specialists, Lorrie Ayers, Guiomar Andujar, and Elza Romero, conducted a five-year Continuing Approval Review of the Dallas Independent School District (DISD) educator preparation program (EPP) on December 3-5, 2019. 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...". The EPP at DISD was approved as an alternative certification program by the State Board for Educator Certification (SBEC) on July 1, 1986. At the time of the review, Torey Willis was the Primary Point of Contact for the program with the Superintendent, Dr. Michael Hinojosa, was the official program Legal Authority. The accreditation status of the EPP was Accredited-Probation (Year 1).

The DISD EPP is approved to certify candidates in the Classroom Teacher, School Counselor, and School Librarian classes. The EPP reported 111 finishers in 2017-2018 and 101 finishers in 2018-2019. All finishers were Classroom Teachers.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under 19 Chapter 229." 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 risk assessment model identified DISD as a Level 1 risk due to the accreditation status.

The risk assessment, including the lowered accreditation status, determined the five-year Continuing Approval Review was conducted in an on-site format where TEA staff reviewed documents and records on-site at DISD located at 9400 N. Central Expressway, Dallas, Texas 75231.

The scope of this review included verifying compliance with TAC and Texas Education Code (TEC) as applicable to all certification classes actively offered by the EPP. A Compliance Plan containing details of the next steps for the EPP was developed collaboratively with EPP staff prior to the close of the review.

EPP staff participating at various points in the review were: Torey Willis, John Vega, Shuntrice Rhodes, Kimberly Smith, Jose A. Lopez, David Pailin, Jeffrey L. Bowens, Lucia Salazar, Isabel Gonzalez, Paola Gomez, Doris Abney, Rosa Lopez, and Ann-Marie Towell.

### DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. EPP staff submitted a Status Report and related program documents to TEA prior to the review. Records for 10 candidates were randomly selected from the Teacher program. There were no records selected from the School Counselor or School Librarian programs as they



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appear to have been inactive for at least the last three (3) years. Candidate and EPP records were reviewed to determine compliance with requirements for candidate preparation and certification and for compliance with state reporting requirements and governance. The scope of the review included the reporting years 2017-2018 through 2019-2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

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

“Findings” indicate evidence collected during the review process. “Compliance Issues” are areas that are not compliant with requirements in TAC or TEC and must be corrected by the agreed date identified in the Compliance Plan. “Recommendations” are suggestions for general program improvement and no follow up is required.

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

##### **Findings**

The DISD EPP is embedded in the Dallas Independent School District and prepares candidates for school district positions. Candidates complete requirements for certification within DISD. Once admitted into the EPP, a candidate must secure a teaching position within the district to continue with training through the EPP.

Per the Status Report, 29 teaching certificates are actively offered by the EPP in addition to the School Counselor and School Librarian certificates. The website states the following certificates are offered: Core Subjects EC-6, Core Subjects 4-8, English Language Arts and Reading (ELAR) 7-12, Math 7-12, Science 7-12, Social Studies 7-12, Languages Other Than English (LOTE)-Spanish EC-12, Art EC-12, Music EC-12, Physical Education EC-12, Bilingual Supplemental, English as a Second Language Supplemental, and Special Education Supplemental. There is no evidence in the Accountability System for Educator Preparation programs (ASEP), or on the website, that the EPP still actively offers preparation in the School Counselor or School Librarian certificate classes. EPP staff were advised they may request to have TEA remove any certificates from their inventory that they no longer plan to offer.

In the Status Report, EPP staff identified the EPP has received two (2) grants: Federal Title II, Part A, and Applied Teacher Diversity Funding Grant. The EPP also receives scholarships from several sources including the Texas Retired Teachers Association, Dallas Chapter; Teach DFW; and the Association of Hispanic School Administrators (Dallas). Scholarships are offered to EPP candidates.



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The EPP is currently involved in a project focused on “Recruiting Men Educators of Color”.

The EPP facilities are housed in the DISD office building and appear to be in good repair and offer acceptable resources and support for candidates and others visiting the EPP offices. Resumes, teaching certificates, and service records provided evidence that EPP staff and faculty are experienced educators, with many engaged in the review process at various points during the review.

The EPP has not amended the program significantly since the last review or extended to any new teaching sites. Benchmark documents in candidates’ records reveal that some courses and training requirements are delivered in an online format, such as some required training provided by service centers and some ‘flipped classroom’ instruction. EPP staff estimated 30% of instruction is delivered via online methods. Staff were advised that if 50% of delivery is online, they must send a letter of notification of the program amendment to TEA per 19 TAC §228.20(e).

The EPP admits candidates into cohorts. EPP staff have developed and implemented a calendar of activities from admission to completion that coincides with each cohort which meets requirements in 19 TAC §228.20(g).

Evidence of advisory committee activity was limited. The advisory committee met one time in the 2018-2019 reporting year but had not met in 2017-2018. The next meeting is scheduled for the Spring of 2020. A sign-in sheet for the 2018-2019 meeting revealed participation by EPP staff, one (1) member representing a K-12 campus, one (1) representing a regional service center, one (1) representing an institution of higher education, and one (1) representative from the local business community. Minutes from that meeting revealed EPP staff presented information to the committee about the form and function of the EPP and about the roles and responsibilities of the advisory committee members. There was no evidence to support that members were asked to give advisement on matters of the EPP including design, delivery, evaluation and major policy decisions. It was recommended to EPP staff to include more representation from K-12 campuses on their advisory committee. Based on the evidence presented, the EPP did not meet the requirements for an advisory committee as identified in 19 TAC §228.20(b).

### **Compliance Issues (per Compliance Plan)**

1. Implement a schedule for an annual advisory committee meeting. Ensure members discuss EPP business pertaining to design, delivery, evaluation, and major policy decisions. Retain meeting minutes and member sign in sheets as evidence of meeting activities.



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### Recommendations

1. 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.
2. Remove approved certificates from inventory that are not supported by enrollment or approved curriculum.
3. Increase advisory committee membership to include more acting principals from K-12 campuses.

Based on the evidence presented, the Dallas ISD EPP has not met minimum requirements for governance as specified in 19 TAC Chapter 228.

### COMPONENT II: ADMISSION - 19 TAC §227.10

#### Findings

Per the status report, the EPP has an admission committee that makes admission decisions about applicants.

A review of the EPP website revealed the EPP had posted the information for applicants and candidates as required in 19 TAC §227.1 on the Resources and Forms page except for a clear set of program completion requirements. The admission information posted on the website informs applicants that they will be required to pass a fingerprint background check for admission but does not directly identify the applicant will be required to complete a fingerprint background check through TEA to qualify for certification as required in 19 TAC §227.1(b). Program staff were advised to a) add program completion information to the website; and b) update verbiage on the website to reflect the complete required information regarding the required fingerprint background check and the right to request a PCHE from TEA for consistency in messaging. [19 TAC §227.1(b)-(d)]

Candidates apply for admission into the EPP via the district application process. Per the application page, the DISD EPP does not admit applicants who:

- currently hold a Texas teacher certificate;
- have completed another educator preparation program in the same certification field;
- have been employed for three years in a public school under a permit or probationary certificate; or
- need visa sponsorship.



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The admission requirements for the Teacher program published on the EPP application page are:

- A conferred bachelor's degree;
- A 2.50 GPA or higher;
- Two official transcripts (one uploaded with the application & one unopened for the EPP); and
- Completion of DISD fingerprinting and background check requirements.

The admission requirements published on the Program Requirements page are:

- A Teacher Pre-Screen;
- A Professional Resume;
- Completion of Background Check & Fingerprinting;
- Completion of a Face-to-Face Interview;
- Two (2) Professional References;
- A Bachelor's degree conferred by an institution of higher education that is accredited by one of the regional accrediting agencies recognized by the THECB;
- An overall Grade Point Average of 2.5 or higher on a 4.0 scale; and
- Must be 18 years of age or older.

EPP staff confirmed that no candidates are admitted with a GPA below 2.5. Transcripts in 10 candidates' records supported that candidates are admitted with a GPA of 2.5 or higher.

There is an online transfer form process for candidates entering from, or exiting to, another EPP.

DISD is Morpho Trust certified so when candidates need fingerprinting, they may complete the process through DISD which communicates results into the TEA system.

The EPP requires some applicants in some certificate areas to have a passing score on a content exam prior to admission. EPP staff were advised of changes that will be implemented in January 2020 regarding the use of the Pre-Admission Content Test (PACT).

The EPP requires applicants to be pre-screened using the Haberman Educational Foundation STAR Teacher Pre-Screen and then complete an interview with the EPP staff. Per the Status Report, EPP staff reported that effective in the "2018-2019 ASEP Reporting year applicants are required to present a mock lesson with a created lesson plan to their interview selection team. Questions are aligned to The Star Teacher Pre-Screener by the Haberman Educational Foundation. The interview committee is extended to Dallas ISD Principals, Assistant Principals, and Instructional Coaches to assist with the selection and screening of future candidates



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admitted into the program”. During the onsite review, it was clarified that the interview committee is always composed of an EPP staff member and a DISD campus administrator.

The EPP met all admission requirements as published and as required in 19 TAC §227.10 except the following:

- There is limited evidence that applicants are consistently screened prior to admission. Records for 5/10 candidates were missing evidence of a completed screen. [19 TAC §227.10(a)(8)]
- The formal admission process as detailed in 19 TAC §227.17(d) has not been fully or consistently implemented. Nine of the 10 candidates had been admitted after the implementation date of the formal admission requirements. For all 9 of the candidates, the formal admission date was not embedded in the written admission offer and 5/9 candidates had not been identified as admitted in the ASEP system within 7 days of the formal admission date.

### **Compliance Issues (per Compliance Plan)**

1. The EPP must update the website to clearly detail Program Completion requirements. [19 TAC §227.1(c)]
2. The EPP must update verbiage on the website and/or application to clearly reflect the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP. [19 TAC §227.1(d)]
3. The EPP must update admission screening processes and/or records retention processes to ensure all applicants are screened per the EPP screening policy and evidence is retained in records for each admitted candidate. [19 TAC §227.10(a)(8)]
4. The EPP must update the formal admission process by 1) embedding the formal admission date in the written admission offer; and 2) creating an admission record in ASEP within 7 days of the formal admission date. [19 TAC §227.17(d) and (e)]

Based on the evidence presented, the Dallas ISD EPP has not met minimum requirements for admissions as identified in 19 TAC Chapter 227.



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

#### Findings

The coursework was evaluated to verify that all candidates in all programs have received instruction in the required areas identified in 19 TAC §228.30. Coursework and training requirements for the Core Subjects EC-6 certificate area were reviewed as representative that curriculum meets minimum requirements for being standards-based, and that coursework and training are performance-based, research-based, rigorous, interactive, and overall would lead to preparation of a candidate to be effective in the classroom as required in 19 TAC §228.35(a)(1) and (2). The Core Subjects EC-6 certificate area was the focus of the review because data at TEA identified it as the most populated, yet lowest-performing, certificate area offered by the DISD EPP.

- The coursework and training are currently based on two resources: Teach Like a Champion and Get Better Faster.
- A review of curriculum alignment charts, course outlines, and samples of activities and assessments, along with information gathered through interviews with some instructional staff, provided evidence the curriculum is based on the approved educator standards and addresses the relevant TEKS, including “unpacking” TEKS and writing TEKS-based objectives, as required in 19 TAC §228.30(a).
- Performance-based assessments were limited in the coursework. [19 TAC §228.40(a)]
- A Scope and Sequence document reflecting the organization and delivery of coursework was provided by EPP staff for the Core Subjects EC-6 program. The Scope and Sequence document reflected that the organization of coursework appeared to be appropriate to lead to adequate preparation as required in 19 TAC §228.35(a)(1), including pre-service coursework and training as required in 19 TAC §228.35(b).

Evidence of instruction in the following areas, as required in 19 TAC §228.30, was identified in coursework:

- The Educator’s Code of Ethics;
- Detection and education of students with dyslexia;
- Mental health, substance abuse, and youth suicide (provided by an approved provider);
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- The importance of building strong classroom management skills;
- The framework in this state for teacher and principal evaluation;



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- Digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum;
- The English Language Proficiency Standards (ELPS);
- Reading instruction, including instruction that improves students' content-area literacy;
- For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- The skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

There was limited evidence that the curriculum effectively addresses appropriate relationships, boundaries, and communications between educators and students as required in 19 TAC §228.30(c)(7).

### Compliance Issues (per Compliance Plan)

1. Strengthen coursework for all candidates to include more instruction in appropriate relationships, boundaries, and communications between educators and students. [19 TAC §228.30(c)(7)]
2. Strengthen coursework for all candidates to include more performance assessments. [19 TAC §228.40(a)]

### Recommendations

1. The test used for PACT purposes will change effective at the end of January 2020. The TExES content pedagogy exams cannot be used for admission purposes after 1/27/2020 but may be used for certification purposes. The new PACT, "TX PACT", may not be used for certification purposes. The EPP must approve content pedagogy testing and should plan to update the curriculum to meet requirements for instruction in content-specific pedagogy and test preparation.
2. The Application A, used to add new certificate areas to EPP inventory, has changed – staff in Teacher programs should plan to review requirements in the updated application in advance of preparing to add new certificate areas. Evidence of performance assessments will be a requirement for adding new certificates using the updated Application A.
3. Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.





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4. The implementation of the Science of Teaching Reading (STR) test will impact the renewal of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR /Social Studies 4-8 certificates, effective January 1, 2021. Programs that are not able to demonstrate an updated curriculum that addresses the standards, domains, and competencies of the STR, will not be able to renew these certificates after January 2021. To prevent a lapse in service for candidates in these areas, teacher programs are encouraged to plan ahead by updating the curriculum and submitting the required documentation to TEA well in advance of the January 1, 2021 implementation date.

Based on the evidence presented, the Dallas ISD EPP has not met minimum requirements for curriculum as identified in 19 TAC §228.30.

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

#### **Findings**

Candidate transcripts and certificates of completion reflect that candidates complete pre-service coursework and training requirements in the summer. Candidates must meet a standard of performance during pre-service training to qualify for advancement in the program. Those who do not are exited from EPP. Candidates' records contained rubrics evaluating various aspects of candidate performance in each day of pre-service training.

The Scope and Sequence document, with syllabi and FBE logs in candidates' records, provide evidence that candidates receive 300 or more clock hours of coursework and training as required in 19 TAC §228.35(b). While candidates do complete at least 30 hours of field-based experience (FBE) in pre-service training, there is limited evidence those hours meet the requirements for FBE in 19 TAC §228.35(e)(1).

- There is no evidence that candidates complete 15 hours of FBE that are interactive as required in 19 TAC §228.35(e)(1)(A).
- For candidates that complete FBE hours using video, there is no verification that candidates actually complete the hours because candidates sign their own FBE logs. [19 TAC §228.35(e)(1)(B)]

Candidates complete internships-no clinical teaching option is offered by the EPP.

The EPP assigns qualified, trained field supervisors (FS) to support candidates during the internship; however, FS have not consistently followed the observation schedule required in 19 TAC §228.35(g).



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- Five of the 10 candidates whose records were reviewed received one (1) or no observations during the first semester of the internship.
- There was evidence that candidates are required to complete some reflective work prior to a post-observation conference; however, there was no evidence in the documentation reviewed that FS hold pre- or post-conferences with candidates before and after formal observations.

Observation documents used by FS capture the level of proficiency demonstrated by the candidate during the internship.

There is evidence the EPP assigns mentors; however, the documentation in candidate and EPP records did not demonstrate consistency in meeting the mentoring requirements.

- Records for 7/10 candidates provided evidence that candidates are assigned mentors during the internship. Three (3) records were missing mentor documentation.
- There was evidence that mentors met qualifications required in 19 TAC §228.2(24) except there was no documentation to show they met the qualification requirement of “an accomplished educator as shown by student learning”.
- EPP records contained materials that show the district provides mentor training for new teachers (except for the 19-20 school year where the EPP provided training using a “Mentoring & Coaching” resource along with the district training presentation); however, for mentors assigned to four (4) of the candidates, there was no evidence the mentors had received the training.

### Compliance Issues (per Compliance Plan)

1. The EPP must ensure that candidates complete at least 15 hours of FBE that are interactive as required in 19 TAC §228.35(e)(1)(A) and retain documentation in each candidate’s record.
2. The EPP must establish a process to verify that candidates who complete FBE requirements using video complete the required hours. [19 TAC §228.35(e)(1)(B)]
3. The EPP must provide field supervision to candidates according to the observation schedule in 19 TAC §228.35(g).



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4. The EPP must implement a process to capture evidence that FS conduct pre-and post-conferences with candidates before and after formal observations. [19 TAC §228.35(g)]
5. The EPP must implement a process to capture evidence that candidates are consistently assigned mentors when completing an internship. [19 TAC §228.35(f)]
6. The EPP must implement a process to capture evidence that mentors assigned to interns have met qualification requirements. [19 TAC §228.2(24)]
7. The EPP must implement a process to capture evidence that mentors assigned to interns are trained. [19 TAC §228.35(f)]

Based on the evidence presented, the Dallas ISD EPP has not met minimum requirements for program delivery as identified in 19 TAC §228.35.

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

#### **Findings**

Some EPP records were retained in paper files while others were retained electronically. Records were available for 9/10 candidates reviewed. The record for the candidate admitted in 2015-2016 was missing significant documentation; however, there was evidence to support that records retention processes have been improved since that point. [19 TAC §228.40(f)]

EPP staff use data and information from the following sources to evaluate and update the program: Exiting Interns Teacher Excellence Initiative (TEI) Performance Data; Texas Education Agency Principal Survey Data (Sections: Planning, Instruction, Learning Environment, Professional Practices & Responsibilities, Students with Disabilities, and English Language Learners); State Accreditation Rating with Indicators & Performance Standards; and Retention in Dallas ISD after Standard Certification. [19 TAC §228.40(e)]

Evidence of candidate benchmarking was found in the candidates' records available for review. [19 TAC §228.40(a)]

Test readiness requirements include completing Certify Teacher, a commercially available, online test preparation resource, and practice testing. Evidence that candidates consistently meet this requirement was found in the records reviewed. [(19 TAC §228.40(b) and (d)]



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### Recommendations

1. Develop a plan to update EPP benchmarks and test readiness requirements to address changes in PACT that will be in effect on January 27, 2020.

Based on the evidence presented, the Dallas ISD EPP has met minimum requirements for program and candidate evaluation as identified in 19 TAC §228.40.

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

#### Findings

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

- Records for 8/10 teacher candidates contained a signed statement of understanding and abiding the Texas Educators' Code of Ethics.
- EPP records contained signed acknowledgements of understanding and abiding the Texas Educators' Code of Ethics for EPP staff, instructors, and field supervisors.

Based on the evidence presented, the Dallas ISD EPP has met minimum requirements for professional conduct as identified in 19 TAC §228.50.

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

#### Findings

Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA, posted in the physical EPP site, and available in writing; however, the process posted on the website does not link to the TEA complaints process.

#### Compliance Issues (per Compliance Plan)

1. Update the EPP web page containing information about the complaints process to add a link to the TEA complaints information. [19 TAC §228.70(b)(2)]

Based on the evidence presented, the Dallas ISD EPP has not met minimum requirements for a complaints process as identified in 19 TAC §228.70.



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

#### Findings

Records in the Educator Certification Online System (ECOS) show that 7 of the 10 Teacher candidates had achieved a standard certificate at the time of the review. Various documents such as checklists and benchmark documents, along with data reported in the Accountability System for Educator Preparation programs (ASEP), were evidence that candidates met requirements for certification.

The EPP has implemented the requirement in 19 TAC §228.35(e)(2)(B)(vii) to secure a recommendation from the FS and the campus administrator that, based on performance in the internship, the candidate is ready to be recommended for the standard certificate. Records for 5 of the 7 standard certified candidates contained a written recommendation.

Based on the evidence presented, the Dallas ISD EPP has met minimum requirements for certification procedures as identified in 19 TAC §228 and §230.

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

#### Findings

Each year, as identified in the Figure: 19 TAC §229.3(f)(1) and §229.4(a)(4)(A), the EPP reports to the TEA the enrollment status of each candidate and data for observations conducted by FS during each candidate's internship in that reporting year. Additionally, the EPP reports admission data for candidates admitted during the reporting year. For candidates admitted through the 2018-2019 reporting year, admission data was reported a) in the Test Approval screen in ECOS for Entities; and b) on the GPA spreadsheet. The GPA spreadsheet was used to capture data that was required to be reported by EPPs but could not be reported through ECOS for Entities or ASEP. Candidate and EPP records were reviewed to verify data reported by the EPP to TEA was accurate.

For the candidates whose records were reviewed, enrollment data and observation data were reported accurately.

Admission data was reported for the candidates; however, admission dates in records for 4/10 candidates did not agree with admission dates reported for those candidates in Test Approval and/or on the GPA spreadsheet. It was discussed with EPP staff that this could have been due to the lack of a concrete formal admission date in candidates' records.



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### Compliance Issues (per Compliance Plan)

1. Implement reporting processes to ensure admissions data for candidates are reported accurately and timely as required in 19 TAC §229.3(e) and (f).

Based on the evidence presented, the Dallas ISD EPP has not met minimum requirements for the integrity of data reported is identified in 19 TAC Chapter 229.

### Additional Items Discussed with EPP Staff

1. Intern and Probationary certificate deactivation timelines and requirements changes are proposed. If approved by the SBEC, changes will include new timelines for requesting deactivations and new requirements for 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 internship assignment.
2. EPP staff should continue to stay informed of changes in educator preparation requirements and make updates to educator preparation processes and/or curriculum as necessary to meet minimum requirements in TAC and TEC.

### PROGRAM RECOMMENDATIONS FOR ALL 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.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, practicum, 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 current TAC.
- Continue to participate in webinars provided by the Division of Educator Standards, Testing, and Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the TAC.



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- Continue to maintain communication with the TEA program specialist assigned to the program.
- Ensure that TEA has the most current contact information by sending updates to the assigned program specialist.