



2019– 2020 Continuing Approval Review Report Texas Southern University (101503)

Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Angela Von Hatten, of the Texas Southern University (101503) educator preparation program (EPP) on November 4, 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. Texas Southern University was originally approved as an EPP on September 12, 1970.

Dr. Lillian Poats is the EPP Legal Authority. Dr. Viveca Grant was the primary EPP contact for the 2019-2020 review. Texas Southern University is approved to certify candidates in the following certificate classes: Teacher, Principal, Reading Specialist, School Counselor, and Superintendent. Certification is offered in the Undergraduate (U) and Post-Baccalaureate (PB) routes. The EPP reported 37 finishers in the 2017-2018 reporting year, 28 in 2018-2019, and a total enrollment of 132 candidates; 109 undergraduate candidates and 23 post-baccalaureate candidates; for the 2019-2020 academic year.

Candidate records were reviewed for 20 candidates, five (5) from each of the approved routes and certificate classes. The results were discussed with EPP staff on Wednesday, December 11, 2019. Attending from the EPP were: Dr. Lillian Poats-Dean of the College of Education, Dr. Bernnell Peltier-Glaze-Associate Dean/Interim Dept. Chair Ed. Leadership, Dr. Jessica Davis-Assistant Dean, Dr. Ingrid Haynes-Department Chair of Curriculum & Instruction, Dr. Candy Ratliff-Department Chair of Counseling, Dr. Lacey Reynolds-HPE Faculty, Dr. Yoruba Mutakabbir-Associate Department Chair Ed. Leadership, Dr. Delilah Gonzales-Director of Field Experiences, and Dr. Viveca Grant-Director of Certification.

Results

Overview of Components

The following component(s) were found in compliance (C) with TAC:

- Governance
- Curriculum
- Assessment & Evaluation of Candidates & Programs
- Professional Conduct
- Complaints Procedures
- Certification Procedures

The following component(s) were found out of compliance (N) with TAC:

- Admission
- Coursework, Training, Program Delivery, & Ongoing Support
- Integrity of Data Submission

1. All admission requirements were met as identified in 19 TAC Chapter 227 except the following:



- Three (3) candidates were admitted without meeting all requirements. They were admitted under conditional acceptance pending completion of various admission requirements. TAC does not allow for “conditional” admission. A candidate must either be formally or contingently admitted. A candidate that has been formally admitted has met all admission requirements and a candidate that has been contingently admitted has met all admission requirements except the required degree. 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(a),§227.15(f), and §227.17(a)]
2. All Coursework, Training, Program Delivery, and Ongoing Support requirements were met as identified in 19 TAC Chapter 228 except the following:
- Three (3) non-teacher candidates had progressed to the point of completing a practicum. There was no evidence that these candidates had completed a practicum of 160 clock-hours. Practicum observation logs for non-teacher candidates were not evident in candidate records. [19 TAC §228.35(e)(8)]

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 review and update the admission process to ensure candidates are admitted either formally or contingently as defined in 19 TAC §227.15(a) and §227.17(a).
- EPP staff must develop a process to retain all required documentation for each candidate admitted into their program, including evidence that non-teacher candidates complete a minimum of 160 clock-hours in the practicum. [19 TAC §228.35(e)(8)] and §228.40(f)]

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 the 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 have been proposed in 19 TAC Chapter 228. 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

Printed Name of Legal Authority

Date