

2021–2022 Continuing Approval Review Report
ACT Houston at Dallas

PURPOSE

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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 (s)9 (c60132. ()Tj (s)TT)21.5 (b)21.5 (m)-5.8 - 10 >>d809 Tw 11.283 0 Td iTAyhei



FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion.

“Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests with members representing as many as possible of the groups identified as collaborators. It was self-reported that the ACT Houston at Dallas advisory committee (AC) consisted of 19 members from ten different districts, community members, and higher education. Membership rosters for AC meetings in the 2018-2019, 2019-2020 and 2020-2021 years served as evidence. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- An advisory committee shall assist in the design, delivery, evaluation, and major policy decisions of the EPP and shall meet a minimum of one time per academic year. The program provided meeting agendas, minutes, and sign-in sheets for meetings on June 13, 2019, July 30, 2020, and August 24, 2021 noting items discussed. It was noted that the meeting on June 13, 2019 was an in-person meeting, but the July 30, 2021 and August 24, 2021 meetings were held via Zoom due to the pandemic. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee. A Handbook link was sent for each meeting and the Handbook identified the roles and responsibilities of members. It was also noted that the EPP was using an outdated TEA AC Training PowerPoint to train its members. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The governing body and chief operating officer shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification. The legal authority’s participation in all aspects of the review served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §228.20(c)]
- Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience (FBE) requirements



reviewed contained evidence of a high school transcript from a US school. Three files reviewed contained a bachelor's degree from a country whose language is not English, and a test of English as a Foreign Language internet-based test (TOEFL-iBT) was required. Those three files contained evidence of official TOEFL scores that met or exceeded minimum requirements: Speaking 24, Listening 22, Reading 22, and Writing 21.4 (es)37.6 (es)9 ()gJ9sap65.9 (e)9.4 (E)23.4 (s)30.8stand Wat mquirement64.4 (s)30.8 (: (n)21. 4.4 (es)



Compliance Issues to be Addressed (see Next Steps) :

- None.

Recommendations :

- None.

Based on the evidence presented, ACT Houston at Dallas was in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- The scope of the curriculum review was the Core Subjects w/Science of Teaching Reading (STR) EC-6 certificate. TEA relied on self-reported information contained within the Status Report, the Core Subjects w/STR EC-6 Scope & Sequence, Core Subjects w/STR EC-6 syllabi, and alignment charts to determine curriculum compliance. While TEA only reviewed the Core Subjects w/STR EC-6 certificate area, the program was advised to consider eliminating certificate areas for which the program does not certify candidates and for which there are no qualified staff to ensure the program is focused on content areas for which the EPP has the most knowledge and expertise.
- ACT Houston at Dallas reported that the Core Subjects w/STR EC-6 curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS). Completed alignment charts were provided for the Core Subjects w/STR EC-6 certificate area as evidence and was verified with coursework contained in the syllabi and identified within the Status Report. The TEKS are specifically taught in the Curriculum Planning & Instructional Strategies course per the syllabus provided. The program met the requirement as prescribed. [19 TAC §228.30(a)]
- The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness. The ACT Houston at Dallas curriculum is research-based. The program cited its work to become fully accredited as an online program with Quality Matters as one of the scientifically based research programs.



Based on the evidence presented, ACT Houston at Dallas is not in compliance with 19 TAC §228.30-Curriculum.

COMPONENT IV: COURSEWORK, TRAINING, PROGRAM DELIVERY, AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- ACT Houston at Dallas provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. The program offers seven courses with multiple modules within each course. Ten candidate prhin (s)3s-6alfg tRK, T 228.22g to.5 (8.)2k6 (s)91.6 (d&) 0



- Candidates are required to complete a minimum of 30-clock hours of FBEs prior to clinical teaching or internship. Seven candidates had completed FBEs, and the number of hours ranged from 12-38.7 clock-hours completed. Of the seven, FBE hours for two candidates were accepted as having been completed with another EPP and were noted on the transfer forms. Only one out of seven had fewer than 30 clock-hours of FBEs. All seven (100%) completed the required clock-hours. The EPP provided FBE documentation for each file reviewed as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1)]
- An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation. Seven out of ten candidates completed FBEs. All had evidence of FBEs completed via video transmission, in districts with one or two schools and several grade levels noted. All candidates that completed FBEs contained documentation per the FBE logs provided, except there were no written reflections for the FBEs completed. Additionally, one candidate that began FBEs in 2018 should have had interactive FBEs and did not. Six out of eight candidates were exempt from in-person interactive FBEs due to the pandemic and two were not. Six out of seven (86%) candidate FBEs met requirements and none of the candidates completed written reflections. The program did not meet the requirement as prescribed. [19 TAC (di)13.l ons19 ee





- A cooperating teacher for a clinical teacher candidate, is an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; and who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification. A mentor for an internship candidate, an educator who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; and who is currently certified in the certification category in which the internship candidate is seeking certification. While ACT Houston at Dallas has both clinical teaching and internship as an option to candidates, the seven candidates reviewed were in internship assignments and none were in clinical teaching. The program provided evidence of qualifications as follows: a valid certificate and a resume for one mentor, valid certificates for three mentors, and no evidence of qualifications for the remaining three mentors. The program did not meet the requirement as prescribed. [19 TAC §228.2(14) & (26)]
- All mentors assigned to the seven candidates were trained. The program provided the training material used for training along with a signed, dated mentor agreement noting that training was provided within three weeks of assignment to each candidate. The program met the requirement as prescribed. [19 TAC §228.35(f); 19 TAC §228.2(14) & (26)]
- Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. All seven candidates were assigned to a field supervisor. The statements of eligibility (SOE), candidate placement information showing date of placement and field supervisor assigned served as evidence for each. Six out of seven field supervisors assigned to candidates (86%) were trained by ACT Houston at Dallas and six out of seven (86%) completed a TEA-approved observation training through an Education Service Center (ESC). Dated sign-in sheets were provided for the local training. ESC 10 and ESC 11 training certificates were provided for TEA-approved observation training. The program met the requirement as prescribed. [19 TAC §228.35(g)]
- A field supervisor is currently certified educator, who preferably has advanced credentials, and shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. Resumes and valid teacher certificates were provided as evidence that each field supervisor assigned to the seven candidates was qualified. The program met the requirement as prescribed. [19 TAC §228.2(18)]
- A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by 19 TAC §228.35(f) may not also serve as a candidate's field supervisor. [The field supervisors were not employ



teacher served as evidence. The program met the requirement as prescribed. [19 TAC §228.2(18)]

- For the initial certification of teachers, the initial contact, which may be made by





COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230

Findings

- Teacher candidates have met degree requirements for certification.



- Nine out of ten candidates (90%) were uploaded as admitted into ECOS within seven calendar days and the tenth candidate had no admission record in ECOS. [19 TAC §229.3(f)(1)]
- All ten (100%) candidates were correctly identified as other enrolled (OE) or as a finisher



SUMMARY

Next Steps were created collaboratively with the ACT Houston at Dallas staff.

“I have reviewed the EPP R eport and agree that all required corrections will be made on or before Friday, February 25 , 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date