

five (5) advisory committee members; fifty-eight (58) out of three hundred sixty-one (361) educator candidates or 16%; one (1) out of five (5) field supervisors or 20%; three (3) out of forty-one (41) campus principals or 7%; and twenty-two (22) out of one hundred eighteen (118) cooperating teachers/mentors or 19%. Quantitative and qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric aligned to Texas Administrative Code.

Opening and Closing Session:

Cynthia Rodriguez attended the opening session on March 4, 2014, and the closing session on March 6, 2014.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20

FINDINGS:

Program support was indicated by the governing body of A Career in Teaching - McAllen alternative certification program per TAC §228.20(c) as evidenced by the participation and cooperation of Cynthia Rodriguez and Adrian Fernandez in all stages of the



COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10

FINDINGS:

According to the self-report submitted by A Career in Teaching - McAllen alternative teacher certification program staff, to be admitted to the program, the applicant must meet the following criteria:

Achieve a GPA of 2.50 (overall or last 60 hours) [TAC §227.10(a)(3)(A)];

Achieve a GPA of 2.50 (overall or last 60 hours) [TAC §227.10(a)(3)(A)];

Complete a minimum of twelve (12) semester credit hours in a content field [TAC §227.10(C)];

Demonstrate basic skills proficiency noted with THEA, TASP, or course work noted in Texas Success Initiative [TAC §227.10(4)];

Demonstrate adequate oral communication skills; TOEFL [TAC §230.413].

Submit an application [TAC §227.10(a)(6)];

Participate in an interview or complete other screening instrument to determine the applicant's readiness for admission. A Cornell Critical Thinking assessment is given to A Career in Teaching applicants; [TAC §227.10(a)(6)]; and this meets other screening instrument option and meets TAC rule.

Meet any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(7)].

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of an official minimum score on the written or computer-based Test of English as a Foreign Language (TOEFL) with an oral speaking score of 26. In addition, the applicant must have his/her transcripts from an out-of-country non-English speaking university evaluated by an approved evaluation service [TAC §227.10(7)]. In reviewing an out-of-country candidate, it was found that the transcript had been evaluated but no TOEFL scores were available.

In twenty candidate records reviewed, it was noted that three (3) out of twenty (20) candidates were admitted with a grade point average of less than 2.5 [TAC §227.10(A)]. However, a letter under the exception did not exceed 10% of the cohort of candidates allowed by TAC §227.10(a)(3)(b).

An essay written by the candidate was found to be in violation of the admission requirements. However, the essay was found in a limited number of candidate records reviewed and it was explained that it could be accepted after admission into the program. Since the essay is listed as a prerequisite for program admission, it must be accepted prior to formal admission or discontinued as an admission requirement.

Applicants are required to take the Cornell Critical Thinking Assessment to meet the other screening instrument. The other screening instrument utilized by the program meets the requirements of TAC §227.10(6). A face-to-face interview is also utilized but the associated



Candidates prepared to meet academic and behavioral needs of students with disabilities: yes - 100%

Candidates communicate clear expectations for achievement and behavior:

yes - 100%

Candidates use appropriate multimedia and other technology to support and extend student learning: yes - 100%

Candidates collaborate with others in meeting the academic, developmental, and behavioral needs of students: yes - 100%

Candidates prepared to address academic and behavioral needs of limited English proficient students: yes - 100%

Candidates prepared to develop and interpret formal and informal assessments that

Responses

Responses from clinical teachers/interns in regards to curriculum preparation from TEA questionnaires: (58 clinical teachers/interns responded)

Of the nineteen (19) identified curriculum areas, four (4) areas of curriculum gained 90% to denote strengths in the curriculum areas. The areas identified as areas to improve are as follows:

Reading strategies across the curriculum for all grade levels:

yes . 68.6% no . 31.3%

Utilizing TEKS in the content areas: yes . 78.3% no . 21.7%

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completed. The total clock-hours met the minimum requirements set forth in TAC §228.35(a)(3).

The program provided verifiable evidence that six clock-hours of test preparation that is not embedded in any other curriculum elements per TAC §228.35(a)(3) is offered to all candidates. Evidence was provided with attendance records signed by the candidates.

Thirty clock-hours of field-based experience were verified in candidate records. Specifics of the field experience provided school, classroom, subject taught, and reflections by candidates to specific questions. . Documentation verified that the field-based observations occurred in a variety of educational settings with diverse student populations including observation, modeling,



There was no verifiable evidence that an interactive conference followed the observation. The program did not meet the requirements of TAC §228.35(f).

It is also the responsibility of the A Career in Teaching . T & #160; q Á alternative teacher certification program to provide a copy of c@ Á ! á c ^ } Á ^ á à a a Á Á Á @ Á a a a e ^ q Á a e] ~ • Á administrator as required by TAC §228.35(f). The observation instrument is a multi-copy document and according to discussions with staff, one copy is left with the campus administrator or his/her representative. However, there was no evidence that the documentation was delivered. The program does not meet the requirements of TAC §228.35(f). With interns on an extended probationary certificate, observations were not completed which is required by TAC rule.

Emails between program staff and field supervisors served as verifiable evidence that additional observations or coaching occurred. These emails were provided by the program and the A Career in Teaching-McAllen met the requirements as specified in TAC §228.35(f).

Based on evidence presented, Education A Career in Teaching

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title. A signed Code of Ethics was presented for instructional staff. The program curriculum addresses the Code of Ethics in the coursework and each candidate

the program the option to reject the candidate's application for admittance or provide remediation for English proficiency. It is possible that the multi-test takers have language issues that factor into the lack of success in testing;

Consider an entry requirement of a test of reading skills; there is a correlation between reading and test taking success;

Review and reflect on the additional admissions materials; writing sample, Spanish interview;



Expand the Internal and External program evaluations to include principals, human resource directors, mentors, and completers; additionally share information provided by TEA.

General Overall Program Recommendations:

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 Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to Texas Administrative Code (Webinar Series);

Continue to participate in webinars provided by the Division of Educator Certification & Standards to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;

Continue to maintain c
