May 3, 2014

Dr. Lillian Poats
Texas Southern University
Houston, TX

Dear Dr. Poats:

This is official notification that Texas Southern University has been assigned the following status under the Accountability System for Educator Preparation (ASEP):

ACCREDED WITH Action Plan

SBEC rules require that an EPP that falls to meet a performance standard for any candidate group, even a group that is too small to be counted for accreditation purposes, shall develop an action plan. This plan shall address program deficiencies and describe the steps that will be taken to improve the performance of a program’s candidates, and must be sent to SBEC staff no later than 45 days after your receipt of this notice. The action plan is attached. The following group or groups failed to meet a performance standard:

____ all candidates; ______ female; ______ male; ______ African-American;
____ Hispanic; ______ white; ______ other ethnicity

Although this accreditation status is based on 2012-2013 school year data, and is therefore referred to as the 2013 status determination, it will be effective from the date it was approved by the SBEC (May 2, 2014) until the next accreditation ratings are approved by the SBEC based on 2013-2014 academic year data. In several weeks, as required by the TEC §21.0452, accreditation statuses for all EPPs will be posted on the EPP Consumer Information webpage at www.tea.state.tx.us.

The accreditation status for this academic year was based solely on Standard I, finishers testing 80% or above in the "all", gender, and ethnicity categories. TEA will utilize a three year phase-in of Standards II, and IV and possibly III. In other words, your accountability status using Standard II and IV will be reported to you for the 2012-2013 and 2013-2014 academic years as impact data but not used to determine your accreditation status. The third year, 2014-2015, TEA will factor the standards set for Standards I, II, IV, and possibly Standard III in determining your program's accreditation status. Impact data for the 2012-2013 academic year will provide you an opportunity to see what your accreditation status would be if Standards II and IV had been used and what the consequences to the program would have been. You will be receiving the impact data email sometime in June.
Please share this information with appropriate members of your staff. On behalf of the State Board for Educator Certification (SBEC) and the Texas Education Agency, we would like to sincerely thank you for your ongoing commitment to preparing quality educators for the children of Texas, and we look forward to working with you for another year.

Sincerely,

Sandra Jo Nix
Manager
Educator Preparation
Texas Education Agency
sandra.nix@tea.state.tx.us
**Educator Preparation Program Action Plan**

**Program Action Plan**

**Goal:** To provide an accredited educator education program designed to prepare quality teachers and other school personnel in response to the needs of the program’s population.

**Objective:** By the end of this academic year, the educator preparation program will have a pass rate of at least 80% overall, in all genders, ethnic, and certification categories as defined in the ASEP system.

**Current Discrepancies:** There were no discrepancies identified in the governance of the program. The current leadership and leadership activities appear to adequately support the existing program at this time.

<table>
<thead>
<tr>
<th>Activities/Initiatives</th>
<th>Resources</th>
<th>Governance</th>
<th>Implementation Date(s)</th>
<th>Measurable Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and departmental leadership is supportive, therefore current processes appear to be adequate.</td>
<td>No recommended resources</td>
<td>Dean</td>
<td>Continuous</td>
<td>Meeting minutes will demonstrate that meetings have occurred and departmental progress has been reported. Any identified problems will continue to be addressed in these meetings.</td>
</tr>
<tr>
<td>Weekly departmental meetings in Curriculum and Instruction will continue to be held. Student performance on core licensure exams will be reported and discussed. Plans to address issues or problems will be addressed during this meeting.</td>
<td>Faculty, support staff, course syllabi and instructional resources as needed</td>
<td>Department chair</td>
<td>Continuous</td>
<td>Weekly departmental meetings will be held as demonstrated by meeting minutes. Student performance and recommended actions will be discussed at meetings and adjustments made as needed. Issues and recommended solutions will be reflected in minutes.</td>
</tr>
</tbody>
</table>
**Goal:** To provide an accredited educator education program designed to prepare quality teachers and other school personnel in response to the needs of the program’s population.

**Objective:** By the end of this academic year, the educator preparation program will have a pass rate of at least 80% overall, in all genders, ethnic, and certification categories as defined in the ASEP system.

**Current Discrepancies:** There were no current discrepancies identified in admission criteria or procedures. However, the recommended activities will enhance the current program and the performance of students in the program.

<table>
<thead>
<tr>
<th>Activities/Initiatives</th>
<th>Resources</th>
<th>Admission Criteria Person(s) Responsible</th>
<th>Implementation Date(s)</th>
<th>Measurable Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>All candidate records will be reviewed prior to admission to ensure that all candidates meet minimum admission standards.</td>
<td>Candidate records</td>
<td>Admission committee Department chairs</td>
<td>Once per semester</td>
<td>100% of candidate records will be reviewed prior to admission. Department chair will review checklist within each folder to ensure criteria are being met.</td>
</tr>
<tr>
<td>GPA requirement is being changed to 2.75 as recommended by the state.</td>
<td>No resources required</td>
<td>Admission committee</td>
<td>Spring 2014 for Fall 2014 candidates</td>
<td>100% of Student transcripts will be reviewed and GPA will be verified by the Assistant Dean of Student Affairs.</td>
</tr>
</tbody>
</table>
**Goal:** To provide an accredited educator education program designed to prepare quality teachers and other school personnel in response to the needs of the program's population.

**Objective:** By the end of this academic year, the educator preparation program will have a pass rate of at least 80% overall, in all genders, ethnic, and certification categories as defined in the ASEP system.

**Current Discrepancies:** Student performance in the “white” subgroup was 75%. There were four students in this cell with one student failing the Social Studies 4-8 examination and three passing their test.

<table>
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<tr>
<th>Activities/Initiatives</th>
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<th>Implementation Date(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Degree plans were reviewed and revised for Block I courses to include more content in all areas in order to better prepare students in the content area in preparation for Block II courses and the TExES.</td>
<td>Department faculty, Course syllabi, course outlines and degree plans.</td>
<td>Department Chair and faculty</td>
<td>Fall 2013</td>
<td>100% of course outlines were revised and submitted to the department chair.</td>
</tr>
<tr>
<td>Four new courses in Reading, Math, Science, and Social Studies were developed to enhance student content knowledge and improve student performance in these areas.</td>
<td>Departmental faculty, Course syllabi, classroom facilities and related technology</td>
<td>Departmental faculty</td>
<td>Fall 2013 Spring 2014</td>
<td>All newly developed Reading, Math, Science and Social Studies courses were implemented during the Fall 2013 and Spring 2014 semesters.</td>
</tr>
</tbody>
</table>
or education program designed to prepare quality teachers and other school personnel in response

year, the educator preparation program will have a pass rate of at least 80% overall, in all genders,
defined in the ASEP system.

discrepancies in ongoing program delivery and support, however after review it was determined
ance student performance.

<table>
<thead>
<tr>
<th>Sources</th>
<th>Program Delivery and Ongoing Support</th>
<th>Implementation Date(s)</th>
<th>Measurable Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator was not able to teach this course</td>
<td>Testing Coordinator</td>
<td>Fall 2013</td>
<td>At least 80% of students will successfully complete the course with grades of “B” or better.</td>
</tr>
<tr>
<td>Staff</td>
<td>Department chair</td>
<td>Fall 2013</td>
<td>One orientation will be held each semester. At least 70% of new students will be in attendance.</td>
</tr>
</tbody>
</table>
• Evidence of instruction in the state assessment of students per TAC §228.20(b)(8) was found in EDCI 350 Effective Instructional Strategies and EDCI 491 Directed Student...
Key assessment of knowledge and skills were detailed for each course. The assessment requirements were not included in the syllabi but were separate packets maintained by TSU which included a copy of the syllabi, key assessment chart, and all rubrics or other assessment instruments to be used. Each key assessment was in chart form and included: the course name, College of Education proficiencies/outcomes addressed, course description, course objectives, key assessment measures, required percentage success rate, and artifacts. For instance, the key assessments for EDCI 350 Instructional Methodology in Schools includes production of lesson plans evaluated with a rubric at 82% success: mini-lesson evaluated with a rubric at 94%
- Knowledge of and use of formative assessments to diagnose learning needs: Yes – 70%  No – 30%
- Knowledge of and use of models and methodologies of classroom management: Yes – 89.5%  No – 10.5%
- Knowledge of laws and standards for Special Education: Yes – 90%  No – 10%
According to TAC §228.40(d), an educator preparation program shall retain documents that evidence a candidate's eligibility for admission into the program and evidence of completion of all program requirements for a period of five years after program completion. The university maintained records for the past five years in a paper format. The records were securely stored in locked cabinets located in locked offices. The retention of records met the requirements of TAC §228.40(d).

Based on evidence presented, Texas Southern University traditional teacher certification program is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.
Component IV: Program Delivery and On-Going Support:
- Identify additional methods to verify that the principal has received the candidate's observation such as email with read receipt;
- Seek ways to transition to electronic observation recording using various technologies;
- Ensure that the first contact AND first formal observation are conducted on the required schedule;
- Provide CPE credit to cooperating teachers.

Component V: Assessment and Evaluation of Candidates for Certification and Program Improvement:
- Remove the 80% required score on the representative test as a criteria for testing and identify in addition to the practice test other criteria that must be met such as course review completion;
- Investigate ways to transition from paper records to electronic records;
- 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 communication with the program specialist assigned to Texas Southern University traditional teacher certification program for the purpose of asking questions about current requirements in TAC for Governance; Admissions; Curriculum; Program Delivery & On-Going Support; and Program Evaluation (TAC § 227-229); and
- Align the verbiage of Texas Southern University traditional teacher certification program Educator Preparation Program to that of current Texas Administrative Code (For example: Applicant / Candidate / Field Supervisor / Student Teacher / Cooperating Teacher).
May 21, 2013

Dr. Lillian Poats
Texas Southern University
Houston, Texas

Dear Dr. Poats:

This is official notification that Texas Southern University has been assigned the following status under the Accountability System for Educator Preparation (ASEP):

ACCREDITED

A description of Texas Administrative Code relevant to this determination, along with excerpts from those rules, are attached to this notice. If applicable, any notice regarding failure to meet a performance standard in a certification field will also be attached.

Although this accreditation status is based on 2011-2012 school year data, and is therefore referred to as the 2012 status determination, it will be effective from the date it was approved by the SBEC (February 8, 2013) until the next annual accreditation ratings are approved by the SBEC based on 2012-2013 academic year data. In several weeks, as required by the TEC §21.0452, accreditation statuses for all EPPs will be posted on the EPP Consumer Information webpage at www.tea.state.tx.us.

Please share this information with appropriate members of your staff. On behalf of the State Board for Educator Certification (SBEC) and the Texas Education Agency, we would like to sincerely thank you for your ongoing commitment to preparing quality future educators for the children of Texas, and we look forward to working with you for another year.

Respectfully,

Michele Moore
Associate Commissioner
Educator Leadership and Quality
Texas Education Agency
michele.moore@tea.state.tx.us
February, 2012

Dear Educator Preparation Program:

I am pleased to inform you that your program has received the rating of "Accredited" under the Accountability System for Educator preparation (ASEP). This rating is issued for the period of September 1, 2010 through December 31, 2011 by the State Board for Educator Certification under the authority of Texas Education Code section 21.045.

Accreditation ratings are based on performance standards established by the SBEC Board and are issued annually to each educator preparation program in Texas. The standards represent successful performance by a program's candidates on the examinations required for certification.

Although your program is rated Accredited, it did not meet the accreditation standards for candidate groups performance per Chapter 229.4(g)(6). This area was identified to you in your official notification letter. To be in accordance with the Texas Administrative Code cited above, the program is required to submit a Program Action Plan within 45 days to address "program deficiencies and improving the performance of candidates in that group." Please submit a plan for addressing the deficiency following the format provided by the Texas Education Agency by August 31, 2012.

Respectfully,
Dr. Janice Lopez
Director, Educator Standards
Texas Education Agency
1701 N. Congress
Austin, TX 78701
janice.lopez@tea.state.tx.us
(512) 936-8226