



Compliance Audit Report Summer of 2009 Howard Payne University Initial Teacher Certification Program

According to Texas Administrative Code (TAC) §228.10(c), " An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the Texas Education Agency (TEA) staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per TAC §228.1(c), " All educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The Texas Education Agency administers Texas Administrative Code rules required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at www.tea.state.tx.us for details.

Contact Information: Dr. Michael Rosato

County/District Number: 025501

Program Specialist, Sandra Jo Nix, conducted a Texas Education Agency Compliance Desk Audit of Howard Payne University. The focus of the compliance audit was the initial teacher certification program. The following are findings and recommendations for program improvement.

SCOPE OF THE COMPLIANCE AUDIT:

The scope of the audit was restricted solely to verifying compliance with Texas Administrative Code §227, §228, §229,

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency via Survey Monkey along with requested verifying documents. Because student records contain confidential information and could not be transmitted to TEA, student records were checked by the program using a check list supplied by TEA. In addition, electronic questionnaires developed by TEA were sent to Howard Payne University stakeholders. Thirty-four (34) stakeholders responded to the questionnaires: seven (7) advisory committee members; four (4) student teachers, clinical teachers, interns; six (6) field supervisors; six (6) principals; and six (6) cooperating teachers/mentors responded. Qualitative and quantitative methodologies 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 with Texas Administrative Code. After the review of the information, the program

specialist arranged a telephone debrief to cover the findings of the audit. The findings were incorporated into the original survey monkey form and sent to the program. This summary report provides the findings and recommendations resulting from the audit.

COMPONENT I: Governance of Educator Preparation Programs- Texas Administrative Code (TAC) §228.20

FINDINGS:

The Advisory Committee at Howard Payne University has not functioned until recently. Fall 2008 was used to recruit new members to the committee and the first meeting was held in April 2009. As a result, the Advisory Committee was unable to hold the two required meetings for the last academic year. The new Advisory Committee has a balanced membership of the required categories. The committee is slowly being educated as to its responsibilities. According to the minutes of their April meeting, the committee reviewed the ASEP ranking, certification areas, TExES scores, and the Instructional Leadership Program. This group will be a valuable component of the Howard Payne education preparation program in the future. As their familiarity with their roles becomes more defined, the committee should be included on policy decisions, and long-term planning, as well as program design as required by TAC rule. Currently, Howard Payne University is not in compliance with TAC 228.30 because it has not had a continuing, functioning Advisory Committee for the past academic year nor has it met the requirements for the required minimum two meetings per year. The University has taken the initiative in reviving the Advisory Committee.

Based on the evidence presented, Howard Payne University is not in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

FINDINGS:

Howard Payne University meets the compliance requirements for Admission Criteria including grade point average, test scores, language proficiency, and application. It was noted that the University chose to add the following additional requirements for admission: grade of "C" or higher on college algebra; endorsement from Dean of Students, and approval by the Teacher Education Council. It was also noted that the university does not use a candidate interview or other screening instrument to determine the candidate's appropriateness for the certification area sought. However, in discussions with the Dean, he indicated that since their program is small, they know the students well prior to entering the teaching program. Since this is a requirement in TAC Section 227.10(a)(6), it is suggested that an interview process and rubric be developed or a suitable screening instrument be identified. Howard Payne University uses a variety of creative recruiting methods to reach potential students such as e-blasts, a mass communication distribution. Howard Payne University meets the standards for records management and storage.

Based on the evidence presented, Howard Payne University is not in compliance with TAC §227 - Admission Criteria.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30

FINDINGS:

The Howard Payne University faculty all are certified Texas Teachers with impressive credentials and many years of teaching experience. The University submitted three course syllabi representing the online courses that are developed and delivered to its students. The standards for their online courses were developed by a technology committee that was headed by the Chair of the Computer Information Department at Howard Payne University. The foundation of the online delivery is the Blackboard. A variety of online instructional methods, activities, and assessment instruments such as rubrics were provided. In addition, seventeen face-to-face course syllabi were provided. Overall, the syllabi were complete and detailed. Each syllabi included the textbook to be used, catalog description, objectives, assessments, methods and procedures, course methodology, assistance available, grading system, and course expectations and requirements. While the report indicated that modeling of instructional strategies was incorporated into the faculty's instruction, the syllabi reported lectures, student presentations, and discussions. In correlating the 17 required curriculum topics required by TAC 228.30, all topics were included and repeated in various courses to ensure transfer of knowledge. Student teachers and interns confirmed on their questionnaires that they felt appropriate course instruction on the 17 topics had been provided. However, 50% of the students responding said that they did not receive training in gifted and talented or in dealing with students with limited English proficiency. Reviewing the curriculum in light of the student responses is suggested. It is recommended that the syllabi and the faculty members be more transparent in reflecting the 17 areas. While all 17 areas were explained adequately in the report, it was noted that in the syllabi content area courses of math, science, and social studies, there was no mention of the Texas Essential Knowledge and Skills, reading strategies appropriate to that content area, or classroom management. However, in discussion with the program staff, it was affirmed that these areas are indeed covered in these courses and the syllabi will be corrected to reflect these areas. The program makes innovative use of technology but having the students complete the STAR (School Technology and Readiness) chart profile may be helpful in benchmarking the students' technology skills.

Based on evidence presented, Howard Payne University is in compliance with Texas Administrative Code Section §228.30 – Educator Preparation Curriculum.

COMPONENT IV: Preparation Program Coursework and/or Training (TAC) §228.35

FINDINGS:

Howard Payne University meets and exceeds the minimum requirements for providing at least 300 hours of program instruction. The program also exceeds the required 30 hours of field-based observations by requiring 81 hours. The field supervisors meet the standards for first contact, observations, and feedback. Although it was noted in the report that observation feedback was provided to the campus administrator, the principal surveys and further

questioning of the Director of Field Experiences indicated that this information was not provided. Providing a copy of the formal observation to the campus administrator is required in TAC Section 228.35(f). The field supervisors are provided training by the Director of Field Experiences on a regular basis. Because of the size of the program and scope of locations of the cooperating teachers/interns, the cooperating teachers/mentors are provided training individually by the field supervisors. The cooperating teachers are invited to attend the seminars held weekly for the student teachers/interns, while the field supervisors are required to attend. The field supervisors are all Texas certified teachers and administrators and reported from their questionnaire a low field supervisor/candidate ratio. From the student teacher/intern questionnaire, the candidates reported excellent support from the field supervisors.

Based on evidence presented, Howard Payne University is not in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.

COMPONENT V: Assessment and Evaluation of Candidates for Certification and Program Improvement – Texas Administrative Code (TAC) §228.40

FINDINGS:

In the self report and in discussion with Dr. Michael Rosato, Dean of the School of Education, it was noted that Howard Payne University requires an annual evaluation of the Education Department including the educator preparation program annually. The University has guidelines for the evaluation which include a review of the curriculum being offered in the teacher program. Information from students, faculty, principals, and data from a variety of sources are used in the evaluation. Their ASEP scores have been consistently high for the past three years. Students must pass a practice PPR and content test after participating in a TExES review course offered at the University. They are then recommended for testing. Because of the size of the University, the candidates' progress is evaluated continuously by the candidates' advisors. Degree audits, checklists and counseling are included in the candidates' progress evaluations. Records are kept for the required five years.

Based on evidence presented, Howard Payne University is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

PROGRAM RECOMMENDATIONS

Program Compliance Recommendations are based on the findings of the Texas Education Agency compliance audit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) and correct the issue IMMEDIATELY. General Recommendations are suggestions for program improvement only.

PROGRAM COMPLIANCE RECOMMENDATIONS: In order to meet requirements of Texas Administrative Code governing educator preparation programs, the following recommendations must be implemented immediately:

TAC Rule 228.30 Governance of Educator Preparation Programs:

- Continue involvement of the Advisory Committee in accordance with rule involving them in design, delivery, evaluation, and major policy decisions.
- Require the Advisory Committee to meet at least twice a year. Implement immediately.

TAC Rule 228.35(f) Preparation Program Coursework and/or Training:

- Provide a copy of the candidates' written observation reports to the campus administrator beginning the fall of 2009.

TAC Rule 227.10(a)(6) Admission Criteria:

- Utilize an interview instrument or other screening instrument to determine the candidate's appropriateness for the certification area sought as soon as an adequate instrument can be located or developed but no later than Fall semester 2010.

OTHER PROGRAM RECOMMENDATIONS:

None at this time.