



Compliance Audit Report 2012-2013 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 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.

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County/District Number: 025501

Approval Date: 7/21/1999

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various quantitative and qualitative means. A self-report was submitted to TEA on September 18, 2012. An on-site review of documents, student records, online course material, and curriculum correlations charts provided evidence regarding compliance. In addition, TEA sent electronic questionnaires to Howard Payne University stakeholders. Ten out of fourteen (14) advisory committee members, fifteen (15) out of thirty-four (34) educator candidates, four (4) out of five (5) field supervisors; nine (9) out of nineteen (19) campus principals/administrators, and thirteen (13) out of thirty-six (36) cooperating teachers/mentors responded to the questionnaires. Quantitative and qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was verified by using a rubric aligned to Texas Administrative Code.

Scope of the Compliance Audit:

Texas Education Agency Education Preparation Manager, Sandra Jo Nix, and State Director Title II, Scott Lewis, conducted a compliance audit of Howard Payne University (HPU), 1000 Fisk Street, Brownwood, Texas, on October 16-17, 2012, as required by Texas Administrative Code (TAC) §228.10(c). The scope of the audit was restricted solely to verifying compliance with Texas Administrative Code §227, §228, §229, and §230. The curriculum focus of the

compliance audit was the Generalist EC-6 certification area. The following are findings and recommendations for program improvement.

Opening and Closing Session:

The opening session on October 16, 2012, was attended by eight (8) individuals including Dr. Michael Rosato, Dean of the College of Education, HPU faculty and staff, and one member of the advisory committee. The closing session was held on October 16, 2012, and was attended by five individuals.

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

FINDINGS:

Program support was indicated by the governing body of Howard Payne University per TAC §228.20(c) as evidenced by the participation and cooperation of Dr. Michael J. Rosato and members of the Howard Payne University staff in various stages and aspects of the compliance audit, the presence of adequate facilities at Matthews Hall, and the resources available to staff and students.

The advisory committee consists of fifteen (15) members. Seven (7) members of the advisory committee are from local school districts, one (1) member represents institutions of higher education, and seven (7) members represent business and community interests. There is no representation from the education service centers. Howard Payne University has instituted a three year term for advisory committee members. Approximately 1/3 of the membership will be new for the 2012-2013 academic year. Howard Payne University meets TAC §228.20(b) requirements for advisory committee composition.

Advisory committee meetings for the 2011-2012 academic year were held on February 13, 2012, and July 31, 2012. Twelve (12) members attended the February meeting and eight (8) members attended the July meeting. Advisory committee meeting for the 2012-13 academic year are yet to be scheduled, but anticipated to be held in the spring and mid-summer. An agenda, minutes, and attendee records were available as evidence of compliance for the 2010-2011 advisory committee meetings. The agenda and minutes of the February advisory committee reflect that the following were discussed: HPU enrollment, teacher education students, program criteria changes, accountability changes, new general education requirements, instructional leadership graduate program, athletic training education, CSOTTE, and THECB Teacher Quality Grant. Topics for the July meeting included: the HPU catalogue, the Sixteen Personality Traits instrument, addition of New Braunfels extension site, and fundraising for new education building. Agendas and minutes were also provided for the November 20, 2009, May 13, 2010, and the September 20, 2010, May 11, 2011, advisory committee meetings.

In addition to agendas, minutes, and attendance records, ninety percent (90%) of the advisory committee members verified in their questionnaire that they met a minimum of two times per academic year. The program meets the requirements of TAC §228.20(b).

The advisory committee members participated in the TEA advisory committee training as a group on September 20, 2010, which covered the roles and responsibilities of the committee members. Advisory committee membership has not changed since that training. Since 1/3 of the advisory committee will be new for the 2012-2013 academic year, advisory training will be

provided. In addition, in reviewing the minutes of the advisory committee meetings, it was obvious that the advisory participated in the design, delivery, evaluation, and major policy decisions of the Howard Payne University teacher preparation program.

The agendas and minutes also reflect discussion of the HPU students and their pre-service and student teaching experiences as required by TAC §228.35(d).

Based on the evidence presented, Howard Payne University is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

FINDINGS:

According to Howard Payne University's website and the Howard Payne University catalogue, to enter their teacher certification program, the candidate must complete a two phase process:

Phase I:

- Complete thirty (30) semester hours of coursework [TAC §227.10(C)]; and
- Schedule and complete a Teacher Education Program interview [TAC §227.10(6)]

Phase II:

- Complete sixty (60) semester hours of coursework;
- Submit an application for admission [TAC §227.10(6)] ;
- Achieve a cumulative grade point average of at least 2.5 and a grade point average of at least 2.5 in each of the candidate's teaching fields or concentrations and majors [TAC §227.10(C)].
- Complete a Teacher Education admission questionnaire [TAC §227.10(7)];
- Achieve a passing score on all three parts of the Texas Higher Education Assessment (THEA) or Texas Academic Skills Program (TASP) tests [TAC §227.14(4)] No student may take any professional education course without having passed all three parts of the THEA or TASP or without being exempt from the THEA or TASP. The following are the only THEA or TASP exemptions:
 - 1,200 or higher on the Scholastic Achievement Test (SAT), with scores of at least 550 on the verbal and math sections; or
 - 29 or higher on the American College Test (ACT), with a minimum score on the English and math sections of 27 required; or
 - Minimum Texas Assessment of Knowledge and Skills (TAKS) performance scores of 2200 in Reading and Math, and a Writing Score of at least 3 (Note: For

exemption purposes, TAKS scores are valid for three years after the high school graduation date; SAT and ACT scores for five years.)

- Complete College Algebra with a grade of at least “C” [TAC §227.10(7)];
- Secure departmental endorsements from a faculty member from each of the teaching fields or concentrations [TAC §227.10(7)]; and
- Approved for admittance by the Teacher Education Council [TAC §227.10(7)].

Howard Payne University has policies in place that allow the program to consider a candidate’s work, business, or career experience equivalent toward the academic achievement represented by the GPA requirement [TAC 227.10(a)(3)(B)]. This policy along with policies on transfer students, withdrawal, probationary and standard certification was found in the Howard Payne University Catalogue 2012 and on their website.

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of an official minimum score of 79-80 on the computer-based IBT or 550 on the paper-based test or 213 on the computer based test on the Test of English as a Foreign Language (TOEFL) [TAC §230.11(b)(5)(C)]. In addition, if the candidate has completed a degree at a non-English speaking university, 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(e)]. The self-report indicates that there are currently no candidates enrolled in the teacher education program who were admitted from out-of-country.

In a review of eight (8) Howard Payne University candidates’ records, it was found that all required admission criteria documentation was present as required by TAC §227.

The self-report noted that no candidates were admitted with a grade point average of less than 2.5 overall or in the last sixty (60) hours [TAC §227.10(a)(3)(B)].

The self-report submitted by Howard Payne University stated that general information about their program and its admission criteria could be found on their website and in their University catalogue [TAC §227.10(a)(7)].

Based on the evidence presented, Howard Payne University is in compliance with TAC §227 - Admission Criteria.

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

FINDINGS:

Howard Payne University is approved to offer teacher certification in twenty-six (26) certification fields, one supplemental field, and one professional class. For the purpose of this compliance audit, the Generalist EC-6 certification was selected for in-depth curriculum review.

Howard Payne University has five full time faculty members, one adjunct faculty, and one certification officer/ TExES coordinator who assisted in course creation, presentation and facilitation. The faculty credentials were presented for review and it was verified that all the instructors have advanced degrees, teaching credential, and public school teaching experience. Other faculty members outside of the Department of Education who deliver coursework to the

Generalist EC-6 candidates were also presented for review. Again, it was verified that all instructor had the credentials to provide instruction in their individual content areas.

In reviewing the Howard Payne University curriculum syllabi and alignment charts, it was noted that the educator standards for the Generalist EC-6 were the curricular basis for instruction as required by TAC §228.30(a). In reviewing the alignment charts for the Generalist EC-6 and the degree plan outlines in the University catalogue, it was noted that the candidates were required to take ART 2311, MUS 3384, and creative dramatics THR 4321 in order to fulfill the requirements for the Generalist EC-6 certification. This was verified on the candidates' degree plans.

Course syllabi and alignment charts for Pedagogy and Professional Responsibilities EC-12 and the seventeen (17) mandated topics were reviewed as well. The seventeen (17) subject matter topics were verified as prescribed by TAC §228.30(b). Reading across the content instruction is provided in REA 4346 which is required for all teaching candidates. The required Dyslexia information is also covered in this course. The seventeen (17) topics were verified by locating the specific topics in the content of the syllabi and cross-referencing them to the alignment charts.

Assessments and assignments for the coursework were outlined in the various syllabi. The assessments varied from quizzes and exams, to problem solving of classroom situations, to case studies, and to performance based assessments such as projects, unit construction, lesson plan construction, and learning materials construction (folder activities, bulletin boards, etc.). Many of these were evaluated for mastery using rubrics.

Student teachers were asked to respond to a series of questions prepared by TEA and sent to them in order to verify aspects of the curriculum, the program's delivery, and its effectiveness. Thirteen (13) curriculum items scored 90% or above (indicating that the candidates felt well-prepared). These areas included reading strategies across the curriculum for all grade levels (100%), Texas Educators' Code of Ethics (100%), Child and Adolescent Development (100%), instructional methods for motivating students (93.3%), Texas Essential Knowledge and Skills (100%), how to develop a lesson (93.3%), curriculum development (93.3%), utilizing a variety of classroom assessments (100%), using a variety of instructional strategies (100%), differentiating instruction (93.3%), and using instructional technology (100%).

Candidates indicated that they would like more emphasis placed on the teacher's responsibilities for administering the STAAR examination (40%), and conducting parent conferences (26.7%). Ninety point nine percent (90.9%) of the candidates indicated that they would recommend the Howard Payne University's teacher preparation program to others.

In responding to their questionnaire, the cooperating teachers expressed that they felt that the candidates were well prepared in reading strategies across the curriculum, Texas Educator's Code of Ethics, child and adolescent development, knowledge of and use of the TEKS, and developing lessons. They also indicated that the candidates would benefit from more emphasis on teachers' responsibilities for administering the STAAR test (36.4%), using formative assessments to diagnose student learning needs (25%), standards and teaching strategies for gifted and talented students (27.7%), standards and teaching standards for students with limited English proficiency (36.4%), conducting parent conferences (25%), and using instructional technology in the classroom (23.1%).

The principals' questionnaire reflected that the strength of the program is the quality of its candidates. The principals' questionnaire also reflected the following:

Collaboration between program and school: Satisfactory – 33.3% Very Good– 22.2% Excellent –44.4%

Concerns about training and preparation of candidates: yes – 37.5% no –62.5%

Areas of candidate preparation:

- Classroom management: yes – 100%
- Academic and behavioral needs of students with disabilities: yes – 100%
- Communicating expectations for achievement and behavior: yes – 100%
- Appropriate use of multi-media and technology to support and extend learning:

yes –100%

Addressing academic and behavioral needs of limited English proficient students:

yes – 100%

Developing and interpreting formal and informal assessments: yes – 100%

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

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35

FINDINGS:

Currently, the Howard Payne University’s initial teacher preparation program is delivered in a face-to-face format. According to the self-report, the total program hours are as follows: elementary certification 464 clock-hours, middle school certification 509 clock-hours, secondary and all level certification 360 clock-hours. Elementary candidates receive eleven (11) clock-hours of review in the content areas and eight (8) clock-hours in the Pedagogy and Professional Responsibility (PPR) test review. Other certification area test reviews vary by content, but all receive a minimum of 8 clock hours of PPR test review. Candidate hours were verified by review of the candidates’ degree plans in the candidates’ records [TAC §228.35(a)(3)].

Thirty clock-hours of field-based experiences prior to student teaching is required by TAC §228.35 (a)(3)(A). However, Howard Payne University requires 104 clock-hours of field-based experience for elementary candidates and 45 clock-hours for secondary and all level certification. The field-based observations are conducted in conjunction with specified education courses. An observation log is kept by the candidate of their interactions in the partner school districts. For in-school observations, the candidate must record the date, activity, and length of time of the observation as well as secure the observed teacher’s signature. Since the field-based observations are attached to specific coursework, the candidate is responsible for completing activities associated with their field-based observations. Copies of the logs and activity sheets were found in the candidate’s records.

Student teaching [TAC §228.35(d)(2)(B)] during the student's senior year as a full-day assignment in a school for an entire fall or spring term/semester. Evidence was presented in the form of documentation in the individual candidate's record of the campus, the cooperating teacher/mentor, and the field supervisor assigned to that candidate. Student teaching occurs only in an actual school setting in the Brownwood, Early, or Bang Independent School Districts rather than a distance learning lab or virtual school setting as prohibited by TAC §228.35(d)(2)(C)(ii). Candidates were provided a Student Teacher/Internship Handbook which included the following: Student teaching policies and procedures, phases of student teaching, roles and responsibilities – Cooperating Teachers, roles and responsibilities – University supervisors, required assignments during student teaching, evaluation of student teaching; internship; Code of Ethics and Standard Practices for Texas Educators; and Texas Teacher Proficiencies.

According to TAC §228.35(e), Howard Payne University is responsible for providing cooperating teachers training that is scientifically-based or verify that training has been provided by a school district or education service center. Howard Payne University presented evidence of a Student Teacher/Internship Handbook which is provided to each cooperating teacher/mentor. Inside the handbook, the roles and responsibilities of the cooperating teacher were defined. Among other responsibilities, the cooperating teacher is asked to conduct three observations of the student teacher and provide feedback to HPU. In the fall of 2012, training for the cooperating teachers/mentors was presented via recorded webinar. This allowed the cooperating teachers/mentors to view it at their convenience. A verification of attendance was printed from "Ready Talk", the webinar tool used. In addition, the cooperating teachers/mentors were required to send a verification email which stated: "I verify that I have participated in the Cooperating Teacher Training of HPU and have watched the training webinar." There were ten email verifications presented for review from the fall of 2012.

TAC §228.35(f) states that 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. There are six field supervisors (called University Supervisors) who all have Texas certification with public school experience. Each field supervisor was provided with a copy of the Student Teacher and Internship Handbook which contains their roles and responsibilities. A recorded webinar including the TEA field supervisor training PowerPoint was utilized. Email verifications were received to confirm attendance. Initial contact by the field supervisor was made within the first three weeks of the assignment as required by TAC §228.35(f). Evidence of first contact was verified in a review of the candidates' records. A total of three formal observations [TAC §228.35(f)(4)] must be conducted during the student teaching assignment and must be at least 45 minutes in duration [TAC §228.35(f)]. The observation form included the student teacher's name, the date, campus, cooperating teacher's name, the grade/subject, and the start and stop time of the observations. The specific indicators of the student teacher observation form included focus activities, concept/skill presentation, guided/independent practice, closure and management. An area was available for detailed supervisor comments. The observation form was signed by the student teacher and field supervisor and initialed by the cooperating teacher/mentor.

There was also a place on the observation form which identified the start and stop time of the interactive conference that followed the observation. Documentation of the formal observations was found in the candidates' records. TAC §228.35(f) also states that the first observation must be conducted within the first six weeks of internship/clinical teaching. Evidence was available in the candidates' records that the observations were conducted on the schedule prescribed by TAC.

It is the responsibility of Howard Payne University to provide a copy of the written feedback to the candidate's campus administrator as required by TAC §228.35(f). Fifty percent (50%) of the principals responding to their questionnaire indicated that they have received feedback on student teachers' observations, but twenty-five percent (25%) indicated that the semester was still in process and had not received any feedback during the TEA data gathering period. The campus administrator or his/her designee is asked to initial the observation form. These were evident on the HPU observation forms.

Additional informal observations and coaching were provided by the program as specified in TAC §228.35(f). If a student is struggling in the student teaching portion of their preparation, a growth plan can be recommended by the field supervisor or cooperating teacher. The growth plan will outline the deficiencies and required steps for improvement. A copy of the growth plan is signed and kept in the student teacher's file. If the steps for the growth plan are not met, then a meeting will be held with the student teacher, the field supervisor, and the Dean of the School of Education to discuss the next steps which can include dismissal from student teaching and failing the class. A violation of the Code of Ethics and Standard Practices for Texas Educators can result in automatic dismissal from student teaching.

Based on evidence presented, Howard Payne University is in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40

FINDINGS:

Howard Payne University has a Student Advisement Plan which serves as a benchmarking process as prescribed by TAC §228.40(a). The plan presented to the TEA team listed eleven (11) steps to be met in addition to the candidate's degree plan which is reviewed each semester by the student and his/her advisor.

Readiness for TExES testing [TAC §228.40(b)] is determined by the candidates' completion of the PPR preparation course and the certification content review. The Generalist EC-6 content review is identified as EDU 4000-02. The review session is conducted on fifteen (15) Monday nights from 6:30-7:30 pm. The instructor of this review session also meets with the students individually to go over tests and to provide additional support. The PPR review is also conducted on fifteen (15) Monday nights from 5:00-6:30 pm. Both reviews are pass/fail, non-credit courses. A passing grade is

required in order to receive authorization-to-test from HPU and to be approved to student teach. In order to be approved to take the TExES exams, both courses require that a student passes qualifying exams. On the PPR, a student must either receive a score of 80% on one qualifying exam, or two scores of 75% on qualifying exams, or three scores of 70% on qualifying exams. Howard Payne University has, as one of its Teacher Education Program Goals, a “90 percent pass the state proficiency Taxes in professional development and related endorsements.” The University has met and exceeded that goal for the past three years.

Evaluation of the program’s design and delivery of the curriculum should be continuous per TAC §228.40(c). Information such as performance data, scientifically-based research practices, and the results of internal and external assessments should be included in the evaluation process. The University submitted an overall Plan for Evaluation in their self-report which detailed the evaluation indicator, program’s measurement tool/procedures, the timeline for data collection, and the personnel responsible. Data used to evaluate the program include assessments of candidates’ performance, descriptive data, and surveys. Minutes of the advisory committee meetings confirm that Howard Payne University regularly shares evaluative data with the members.

According to TAC §228.40(d), the program will retain documents that evidence a candidate’s eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion. Howard Payne University maintains records for five years as hard copies in a safe and secure environment.

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

COMPONENT VI: Professional Conduct (TAC) §228.50

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 (relating to Educators’ Code of Ethics). Candidates were provided instruction in the Texas Code of Ethics through their coursework and in the Student Teaching/Internship Handbook which contains the entire Texas Educator Code of Ethics. In the individual student’s records, there was a signed declaration that the student had read the handbook. The Code of Ethics for the faculty is covered in staff meetings and included as part of the teaching contract with the University.

Based on evidence presented, Howard Payne University is in compliance with Texas Administrative Code §228.50 – Professional Conduct.

Texas Administrative Code §229

Current Accreditation Status

Howard Payne University currently has a status of “Accredited”.

Standard I: Results of Certification Exams

Pass Rate Performance:	2009-2010	2010-2011	2011-2012
	70% Standard I	75% Standard I	80% Standard I
Overall:	95%	94%	93%
Certification Areas:			
History 8-12			0%
LOTE: Spanish EC-12		0%	0%
Physical Education Ec-12			50%
Principal		0%	

Program Recommendations:

The following are recommendations based on the findings of the Texas Education Agency. If the program is NOT in compliance with any identified component, consult the Texas Administrative Code and correct the issue IMMEDIATELY. A Compliance Status Report will be required every sixty (60) days until the compliance issues are totally corrected.

Program recommendations are suggestions for general program improvement and no follow up is required.

PROGRAM COMPLIANCE RECOMMENDATIONS:

- None at this time

GENERAL PROGRAM RECOMMENDATIONS:

Component I: Recommendations:

- Seek ways to conduct advisory committee meetings involving the stakeholders such as through online meetings, conference calls, Skype, etc. in order to increase participation;

- Prepare an advisory committee handbook to augment training; and
- Expand the advisory committee to include cooperating teachers and a candidate representative in order to secure a variety of views of the program.

Component II: Recommendations:

- Continue with plans to implement the P-16 predisposition instrument.

Component III: Recommendations:

- Evaluate the curriculum for overlapping content instruction. Much information needs to be covered and this will ensure adequate and efficient delivery; and
- Remove attendance as a percentage of a candidate's final grade.

Component IV: Recommendations:

- Have students sign a FERPA agreement allowing the program to share information with the cooperating teacher/mentor and school district administration;
- Bring HPU terminology into alignment with TEA definitions (i.e. University Supervisor vs. Field Supervisor);
- Actively include the cooperating teacher as a integral part of the student teaching team;
- Examine ways to facilitate communication among students, cooperating teachers/mentors, and principals.

General Recommendations:

- Follow Texas Administrative Code in order to keep up with changes to rules that pertain to the operation of the teacher education program and certification of educators;
- Participate in stakeholder meetings on Texas Administrative Code for rule revision.