



Compliance Visit Report Intern Teacher ACP February 4-5, 2010

Executive Summary

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Annabel Pena, Program Specialist, and Sandra Nix, Program Specialist, conducted a Texas Education Agency technical assistance visit on February 4-5, 2010. Intern Teacher ACP is a non-university based alternative certification program who issued 17 standard certificates in 2008-2009 and has approximately 15 interns in 2009-2010. Intern Teacher submitted a growth plan in September 2009 due a demographic group that did not meet accreditation standards.

The following is an Executive Summary of the findings and recommendations for program improvement.

Component I Findings:

Intern Teacher ACP is in compliance with TAC rule Chapter 228.20 Governance of Educator Preparation Programs.

The current Advisory Committee consists of four members three presenting public school and one retired school principal representing the community.

The committee does not reflect a balanced membership and it is recommended that the committee be expanded to at least 10 members. Emphasis should be on securing members from higher education, region education service centers, and business and community interests. This was a recommendation made on the post approval site visit. The self report and the two members who responded to the survey indicated that the committee meets twice a year, participates in program design, delivery, policy decisions and program evaluation. Advisory committee meeting attendance forms and minutes were available for the September 2009 meeting. The second meeting for this academic year is scheduled in March 2010. A list of General and Specific powers of the board was provided. However, the purpose of this list was not explained. Documents should include signatures and dates where appropriate.

Commendations:

Component II Findings:

Intern Teacher ACP is in compliance with Texas Administrative Code (TAC) Chapter 227.10 Admissions Criteria

The self report lists the programs admissions criteria as 2.5 GPA overall or in last 60 hours, an application, interview or screening instrument, or 12 semester hours in subject specific content area or passing a PACT test. This was verified in the student folders.

Student folders contained translated and evaluated transcripts from a various credential evaluations companies that demonstrated equivalency to academic standards in the United States. Evidence in student folders suggests that the applicants accepted are exceptionally qualified in their previous fields of endeavor. Adherence to the published admissions requirements was evident in the folders.

The self report identifies the EC-4 Generalist PACT as the test used to demonstrate basic skills in reading, written communication and mathematics and one of the tests used to determine English proficiency for admissions. This is not one of the tests or criteria permitted for these purposes in TAC 227.10 ((a) (4)-(5). An interview document to determine English proficiency was available but no record of student scores on interview were available or records of IPT scores were in the student folders or electronically maintained.

Applications were available in student records and signed by the director and the new cohort by the applicant It was consistently noted that date of admission was not recorded on the student folder or in electronic files. Dates were also not consistently documented for start of internship, completion of program and benchmarks.

The admissions requirements are not available on the website but are published in a brochure. Information on the website needs to be updated for maximum recruitment benefit.

Commendations:

Intern Teachers ACP is recruiting and certifying teachers for a critical shortage as they are primarily targeting foreign trained teachers for bilingual certification.

Component III Findings:

Intern Teacher ACP is in compliance of Texas Administrative Code (TAC) Chapter 228.30 Educator Preparation Curriculum

Course content is delivered primarily by one instructor who is supported by one administrative assistant, one math tutor and one individual who provides in technology. . The instructor/director is Texas certified, experienced teacher with a masters degree and is a doctoral candidate. She has received recognition for her excellence in teaching and efforts to improve education.

Four syllabi were available for review: Bilingual/ESL, EC-4; PPR; and Technology. The syllabi were inconsistent in format and information provided to the students. The chart reflecting the embedment of the 17 topics in the curriculum was not completed. However, the 17 mandated topics were evident in the PPR syllabus and the student portfolio samples .

The syllabus for the courses training indicates that they were designed around the standards with each standard listed and topics of discussion under each. Several of the syllabi indicated a pre and post test of content with an 80% mastery required on the post test.

Commendations:

Component IV Findings:

Intern Teacher ACP is not in compliance with Texas Administrative Code (TAC) Section 228.35 Preparation Program Coursework and or Training

The program is presented primarily in face-to-face trainings and study sessions with a portion of the PPR training is presented via a computer program. The self report indicates that the required curriculum topics are taught by presenting the competencies,

following text guidelines, teaching vocabulary, small groups, and modeling. Assessments are reported to be conducted through class discussions, small group planning, reflections and tests on blackboard .These methods are also reported in the responses of the two intern teacher responders and one faculty responder. They were observed in the curriculum documents and portfolios presented.

The 30 clock hours of field experience required prior to the internship was consistently documented in the student folders and the two interns reported they had at least 30 hours of field experience prior to placement. Logs with dates and teacher signatures of pre-assignment field experiences were present in the student folders.

The program provides a minimum of 300 clock hours of with 30 hours of field experience and 80 hours of coursework prior to the internship. Clear documentation of the students' progress toward completion of each phase of training is not available in the student folders or electronic records.

The vitas of the two field supervisors indicate that they are certified, experienced Texas teachers with advanced degrees and administrator certification. Training materials for the supervisors were available but there were no record of attendance. The three mentor teachers responding indicated they were certified Texas Teachers with more than four years of teaching experience and had received training the program and the school. Field supervisors provided one to one training with the mentors utilizing TxBESS materials.

Student records and the survey indicate that Initial contact with the intern by the field supervisor is not made in the first three weeks. There is no evidence that the first formal observations are made within the first six weeks. 50% of the 3 mentor teachers respond indicate that their intern has not been observed and 67% report that they have not had any communications from the field supervisor. The required number of observation forms could not be located in the student folders or other documents. There was no evidence or procedures on how written feedback was provided to the campus principal. There was no evidence of written feedback or of an interactive conference with the intern after observations although the two interns responding indicated.

As indicated on the objectives and steps of the action plan, test preparation and study sessions are provided in small groups and individually for struggling students. Practice tests are available on the PPR training program.

Component V Findings:

Intern Teacher ACP is not in compliance with Texas Administrative Code (TAC) Chapter 228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement

Program benchmarks and structured assessments were provided in the document review. However, no evidence of the benchmarking was found in the student folders. No records of module completion, grades, or benchmarks were noted.

No evidence of program or curriculum evaluation was available in the document review. Appropriate stakeholders were not involved in the program evaluation. It was noted that a course and program evaluation was available on the website but it was not being used by the interns and the results were not accessible to the program staff at this time.

Student records are kept in a secure location where students would not have access to them. The student records are inconsistent in content. Processes for hearing student grievances were not available for review in the website or handbook.

Monitoring and documenting individual student progress and conducting program evaluations utilizing program data are objectives and steps from the action plan that are not yet implemented.

Commendations:

PROGRAM RECOMMENDATIONS

PROGRAM COMPLIANCE RECOMMENDATIONS: A Progress Report will be required in one year.

- 1. Expand the number and composition of the Advisory Committee as per section 228.20 (b). This should be implemented immediately.**
- 2. Institute basic skills testing as a prerequisite for admission as per TAC section 227.10 (4)**
- 3. Document that students admitted have demonstrated adequate oral communication skills as per TAC 227.10 (5)**
- 4. Ensure and document that initial contact between field supervisor and intern is made within the first three weeks in accordance with TAC section 228.35 (f)**
- 5. Ensure and document that a minimum of two formal observations are conducted in the first semester and one in the second semester in accordance with 228.35 (f)**

- 6. Ensure and document that the first observation by the field supervisor is completed within the first six weeks as per TAC 228.35 (f)**
- 7. Ensure that the field supervisors provides written feedback through an interactive conference as per TAC 225 (f)**
- 8. Provide a copy of the written feedback to the campus administrator as per TAC 225(f)**
- 9. Monitor and document benchmarks and structured assessments of the candidates progress throughout the program as per TAC 228.40(a)**
- 10. Evaluate the design and delivery of the curriculum based on performance data, research practices and the results of internal and external assessments as per TAC rule 228.40 (c) .**

GENERAL RECOMMENDATIONS:

- 1. Date and sign all documents including applications.**
- 2. Expand the advisory committee to at least 10 members representing a more balanced membership and provide advisory committee training and a handbook annually.**
- 3. Establish a standard format for syllabi that provides clear information including learning outcomes, standards, activities, and assessments for each training course.**
- 4. Document progress for each student towards completion of the 300 required hours of training , assessments and benchmarks and program completion in the student folders and electronic records.**
- 5. Create a form and process to document professional development accepted from the school district.**
- 6. Obtain mentors on the same campus and in the same grade level and content as their intern whenever possible.**
- 7. Develop an agreement or contract with mentors and supervisors detailing requirements and responsibilities.**

