



## Compliance Audit Report 2011-2012 Jarvis Christian College Generalist EC-6

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](http://www.tea.state.tx.us) for details.

**Contact Information:** Dr. William Smialek

**County/District Number:** 250501

**SBEC Approval Date:** May, 1989

Program Specialist, Mixon Henry, conducted a Texas Education Agency Compliance Audit of Jarvis Christian College's traditional teacher certification program on May 8-10, 2012. The focus of the compliance audit was the traditional certification program Generalist EC-6. The following are findings and recommendations for program improvement.

### **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 on April 5, 2012. An onsite review of documents, student records, course material, online courses, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Jarvis Christian College stakeholders by TEA staff. Four (4) out of nine (9) advisory committee member; one (1) out of three (3) student teachers, one (1) of one (1) field supervisor, two (2) out of two (2) principals, and two (2) out of three (3) cooperating teachers/mentors responded. 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 correlated to Texas Administrative Code.

## Opening and Closing Session:

The opening session on May 8, 2012, was attended by six (6) people, including Dr. William Smialek, Vice President of Institutional Effectiveness and Dr. Martin Yale, Vice President of Academic Affairs. The closing session was on May 10, 2012, was attended by five (5) people including Dr. Smialek and Dr. Yale.

## COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

### FINDINGS:

Program support was indicated by the governing body of Jarvis Christian College per TAC §228.20(c) as evidenced by the participation of Dr. William Smialek in various aspects of the compliance audit.

The advisory committee consists of twelve (12) members. Six (6) members represent local school districts, one (1) member represents an education service center, three (3) members represent higher education, and two (2) members represent community/business interests. Jarvis Christian College meets TAC §228.20(b) requirements for advisory committee composition.

The first meeting of the academic year was held on November 16, 2011. Ten (10) members attended this meeting; eight (8) in person and two (2) by telephone conference calls. The agenda reflected the following items:

- Discussion of the number of candidates enrolled in the teacher preparation program – 39 total for elementary and secondary;
- Discussion of the Generalist EC-6 curriculum (including art, music and theater arts in the fine arts course and including the health into the PE course);
- Questions and discussions of funding, personnel, and recruitment of students to Jarvis;
- Discussion of mentor teachers and their training (possibly give CPE credit for work); and
- Discussion of field placement for candidates; i.e. one teacher and one setting verses multi-exposure environments.

The second meeting was held on March 28, 2012. Seven (7) people attended in person and one (1) person attended by telephone conference call. The agenda reflected the following items:

- Discussion of decreased enrollment which affects the teacher education program;
- Discussion of additional research to gather more information about program quality (surveys sent to past graduates);
- Discussion of recommendations to improve field experience;
- Identification of permanent leadership in education department; and
- Discussion of candidates' field-based placement.

Another Advisory Committee meeting was reviewed from May 25, 2011, in which nine (9) attended in person and one (1) person attended by telephone conference call. The following items were discussed:

- Transition from Generalist EC-4 to Generalist EC-6;
- Overall view of the teacher preparation program;
- Candidates enrollment -forty (40) including elementary and secondary;
- ASEP pass rate at 100%;
- Program evaluation;
- Admissions standards, recruitment, and placement of student teachers;
- Additional resources for Jarvis Christian College classrooms; and
- Curriculum and field experience hours.

Seventy-five percent (75%) of the advisory committee members indicated that they did meet two times per academic year. The program meets the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §288.20(b).

The following information was gathered from the four advisory committee members who responded to their TEA questionnaire:

Program provided agendas, minutes from previous meetings, and familiar with TAC rules 227, 228, and 229: yes – 100%

Participation in designing or revising curriculum: no – 100%

Participate in major policy decisions: yes – 25%    no – 75%

Participate in overall evaluation of program: yes – 75%    no -25%

Review field-based experience of candidates: yes – 25%    no – 75%

Review admissions requirements: yes – 100%

In reviewing agendas, minutes, and notes taken at the advisory committee meetings, it was verified that the information was covered and members engaged in appropriate advisory committee activities.

**Based on the evidence presented, Jarvis Christian College is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.**

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

**FINDINGS:**

To enter the Jarvis Christian College traditional teacher certification program, the candidate must have the following:

- An application submitted [TAC §227.10(6)];
- A degree plan in place with Jarvis Christian College;

- Transcripts of the last 60 hours with a GPA of 2.75 (higher than the 2.5 requirements in TAC rule) [TAC §227.10(A)];
- The THEA, with the focus on the reading component score of 255 (soon to be replaced by the Accuplacer for basic skill assessment) [TAC §227.10(4)];
- An essay containing an autobiographical component, philosophy of education, experience with children, and educational goals [TAC §227.10(7)];
- Three letters of reference [TAC §227.10(7)];
- Completion of EDUC 1301 “Introduction to Teaching” [TAC §227.10(7)]; and
- An Interview with instructional staff [TAC §227.10(6)].

There were no out-of-country applicants whose first language is not English. The policy at Jarvis Christian College requires that the candidate 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). 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 a review of ten (10) candidates’ records, it was noted that historically not all criteria for admissions was followed. The most recent applicants into the program had verification of adherence to admission criteria.

It was noted that no candidates were admitted with a grade point average of less than 2.5. Therefore the 10% rule was not utilized [§227.10(3)(b)].

The self-report submitted by Jarvis Christian College stated that information about admission criteria and their program is available through the college website, catalog, and brochures [TAC §227.10(7)].

**Based on the evidence presented, Jarvis Christian College is in compliance with TAC § 227 - Admission Criteria.**

### **COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30 – Educator Preparation Curriculum**

#### **FINDINGS:**

Jarvis Christian College is approved to offer teacher certification in thirteen (13) fields. For the purpose of this compliance audit, the Generalist EC-6 was selected as the field for in-depth review.

Qualifications necessary to be selected as a course instructor require Southern Association of Colleges and Schools (SACS) standards of a master’s degree and 18 graduate hours in the subject taught. Instructor’s credentials were presented for review and criteria for selection were verified.

In reviewing the Generalist EC-6 curriculum syllabi and alignment charts, it was found that the educator standards were the curricular basis for instruction as required by TAC §228.30(a). It was also noted that curriculum did provide evidence that it addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). The seventeen (17) subject matter topics were included in the coursework as prescribed TAC 228.30(b). Six hours of test preparation were provided for candidates prior to TExES testing as per TAC 228.30(b)(17) and TAC 228.35(a)(3)(C).

Only one (1) of three (3) student teachers responded to a series of questions prepared by TEA and sent to them electronically in order to verify aspects of the curriculum, its delivery, and its effectiveness. The student teacher felt that Jarvis Christian College's curriculum only covered ten (10) of the twenty (20) identified curriculum topics noted on the questionnaire. With only one responder to the questionnaire, it was difficult to assess the curriculum by that alone.

The two responding cooperating teachers expressed in their questionnaire that they agreed that the student teachers were well prepared in six (6) of the nineteen (19) identified curriculum topics; were divided on six (6) curriculum topics; and were in agreement that student teachers were not well prepared in seven (7) curriculum topics.

Two principals responding to their questionnaires reported that they felt the students were well prepared in all identified topics. However, they also expressed that they had concerns about the student teacher training.

With the limited feedback from the questionnaires and with contradicting and inconsistent information about the program's curriculum, an interview was held with instructional staff. It was requested that the instructional staff provide a summary of each course. In addition to course summaries, the sequential order of course work was explained, standards were identified, field-based experiences were noted within courses, and method of assessments clarified. After interviewing instructional staff, reviewing the alignment charts, and confirming the course work on the degree plan, it could be verified that all required curriculum topics were included in the curriculum.

**Based on evidence presented, Jarvis Christian College 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 – PREPARATION PROGRAM COURSEWORK AND/OR TRAINING**

##### **FINDINGS:**

Currently, Jarvis Christian College's initial teacher preparation program is delivered in a hybrid format with the majority of the course work delivered in a face-to-face format and a four (4) course are offered online. The total program consists of 1800 clock hours for elementary certification. This meets the requirements set forth in TAC §228.25(a)(3). Evidence was found in the self-report, in the college degree plans, and included the college catalog.

Completion of 30+ clock hours of field-based experience was not able to be verified. The field experience is embedded in college course work. Each course specifies the number of hours required to successfully complete the course. The field experience had a direct correlation to

course content and methodology; i.e. Mathematics and English Language Arts. Though it could be identified by instructional staff, there was inconsistent documentation found in candidates' folders. Of the ten (10) candidate records reviewed, only six (6) had documentation of the field based experience. It was suggested that a student log (including the reflections and signature by instructor) be kept in the candidates' folders for verification prior to allowing for student teaching as required by TAC §228.35 (d)(3)(A).

Because Jarvis Christian College is small, student teaching [TAC §228.35(d)(2)(A)] consists of fourteen (14) weeks and is currently offered in both the spring and fall semesters. Evidence in the form of student teacher placement information verified that student teaching took place in an actual school setting rather than a distance learning lab or virtual school setting prohibited by TAC §228.35(d)(2)(C)(ii).

According to TAC §228.35(e), Jarvis Christian College 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. There was no documentation of cooperating teacher training, though the field supervisor delivers a cooperating teacher handbook and explains the expectations and roles of the cooperating teacher. It was suggested that a PowerPoint be created to explain roles and responsibilities, as well as required forms to be submitted by the cooperating teacher. This PowerPoint and the cooperating teacher handbook could be used as training. As documentation of training, the cooperating teacher would sign an acknowledgement of receipt of the training material. The acknowledgements would serve as documentation for audit purposes.

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. Jarvis Christian College has one (1) person identified the field supervisor for the spring 2012 student teaching session. The field supervisor has a teaching certification. Training was provided on February 16, 2012. Jarvis Christian College produced evidence of a field work handbook and sign in sheet.

It could not be determined if initial contact was made by the field supervisor with the student teacher within the first three weeks of the assignment as required by TAC §228.35(f) because of a lack of a start date of the student teaching assignment.

A total of three 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)]. TAC §228.35(f) also states that the first observation must be conducted within the first six weeks of student teaching. In review of the candidates' folders, inconsistent documentation was found concerning observations. Historically, the observation documentation did not denote compliance to TAC rule. The last two years of observations were present, but issues of sequential dates and length of time of observations were problematic. It could be verified that the first observation took place within the first six weeks due to the correlation of field supervisor log, calendar dates of school districts, and dates on the observation forms. It could not be verified that the observations were 45 minutes in length (no start and stop time), that a follow-up interactive conference with the student teacher was conducted [TAC §228.35(f)], and whether or not delivery of the observation to the campus administrator was made [TAC §228.35(f)]. There were discussions of revising the observation forms to include start date of student teaching, date of first contact, date of observation, start and stop time of observation, candidate signature to acknowledgement interactive conference, and campus administrator signature acknowledging receipt of a copy of the observation.

Additional informal observations and coaching were provided by the program as specified in TAC §228.35(f). Evidence was presented in the form of emails.

**Based on evidence presented, Jarvis Christian College is not 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 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.**

#### **FINDINGS:**

Jarvis Christian College has a candidate assessment and benchmarking process as prescribed by TAC §228.40(a). The degree plan for each candidate was presented as evidence to support an assessment and benchmarking process.

Readiness for testing [TAC §228.40(b)] is determined by two specific courses that are required for test preparation: EDUC 4235 (PPR) and EDUC 4250 (Content). These two courses include test strategies and a representative test. According to TAC §228.40(b), the program shall not grant test approval for the pedagogy and professional responsibilities test until the candidate has met all the requirements for admission to the program and has been fully accepted into the educator preparation program.

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. An external evaluation was conducted by the United Negro College Fund in which they assisted in creating long and short term goals for Jarvis Christian College. To gain additional feedback in the internal evaluation, surveys were sent out to candidates and graduates from the college. The data from surveys, as well as testing information, is discussed with the advisory committee.

According to TAC §228.40(d), the program retains 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.

**Based on evidence presented, Jarvis Christian College is compliance with Texas Administrative Code §228.40 – Assessment and Evaluation 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). Jarvis Christian College provides each candidate with the code of ethics in the Student Teacher handbook and reviews it in course work. In addition, each faculty member is made aware of the code of ethics and is expected to adhere to it.

**Current Accreditation Status**

Jarvis Christian College is currently “Accredited with Action Plan”.

**Standard I: Results of Certification Exams**

<b>Pass Rate Performance:</b>	2008-2009 Final 80% Standard	2009-2010 70% Standard	2010-2011 75% Pass Rate
Overall:	100%	100%	50% tests (3)
Demographics			<b>African American 67% (2)</b> <b>Female - 50% (3)</b> <b>Hispanic - 0% (1)</b>
Test Areas			<b>PPR EC-12 - 0% (1)</b> <b>PE EC-12 - 0% (1)</b>

**Program Recommendations:**

The following are recommendations based on the findings of the compliance audit. If the program is NOT in compliance with any identified component, please consult the TAC and correct the issue IMMEDIATELY. A Compliance Status Report will be required every sixty 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:**

**Component IV: Program Delivery and Ongoing Support:**

TAC rule §228.35 (a)(3)(A)

Create a method to document the field-based experiences, whether it is course-based activities or observations in schools by candidates. Keep these records in the candidate folders for easy tracking and accountability of the required 30 clock hours.

TAC rule §228.35 (e)

Provide and document training provided to the cooperating teachers and keep for program accountability.

TAC rule §228.35 (f)

Document the first contact made by the field supervisor; start by documenting the starting date of the student teacher. This will allow easy calculating to identify the date for the initial contact for the field supervisor. Then document and place in the candidate folder for program accountability.

TAC rule §228.35 (f)(4)

Provide and document all observations of candidates during the student teaching practicum.

TAC rule §228.35 (f)(1)

Create a section on the observation forms that denote the start and stop time to document that all observations are a minimum of 45 minutes in duration. Keep these completed observation forms in the candidate folders.

TAC rule §228.35 (f)(2)

Document the start date of all student teachers; this will allow the field supervisor to document the first observation within the six week requirement. It can be done on the observation form or documented in a field supervisor log.

TAC rule §228.35 (f)

Create a section on the observation forms which addresses the interactive conference. Have the student teacher sign after the interactive conference has taken place and keep in the candidate's folder.

TAC rule §228.35 (f)

Create a section on the observation form which verifies that a copy of the observation was provided to the campus administrator. Then have the campus administrator or his/her designee sign the observation form.

## **GENERAL PROGRAM RECOMMENDATIONS PER COMPONENT:**

### **Component I: Governance of Educator Preparation Program**

- Consider using the template provided by TEA to ensure that required topics are covered during the Advisory Committee Meetings
- Consider using the TEA webinar Power Point to train your Advisory Committee on the rules and responsibilities of the membership
- Continue to take minutes and comprehensive notes to document the required topic in TAC rule and the interaction, discussion, and input by members of the Advisory Committee
- Consider adding recent graduates from the teacher education program to the Advisory Committee, present candidates of the program, and Human Resource directors from

local districts, and principals for surrounding districts to provide additional input and partnerships to allow more insight into the local job market.

### **Component II: Admission Criteria**

- Evidence exists that the interview or other screening device are now in place. There is an oral aspect to the admission process that is rated on a rubric; consider using two evaluators to ensure an objective view and eliminate possible issues if a candidate is not admitted. Continue to ensure that all applicants are required to meet this standard. Also consider using a rubric to evaluate the written essay to determine if the candidate meets the schools standards with their writing skills
- Published criteria for Jarvis College has been put in place and needs to be adhered to, such as a GPA requirement of 2.75, three written references, and an essay. Require this of all candidates to adhere to **TAC § 227.10(a) 7** and keep the documentation in the candidates folders.
- Out of country applicants are required to submit a Test of English as a Foreign Language (**TOEFL**) and as per **TAC §230.413(E)** that documentation must be kept in the candidate folder

### **Component III: Curriculum**

- Consider a “staff review” of all curriculum/courses in the teacher education program to identify strengths and weaknesses (i.e. test results and the competences within unsuccessful test takers), alignment to standards to PPR and/or content per certification area, and to improve candidate testing results that have placed Jarvis on an Action Plan. It would also prove to be a positive effort in the Action Plan.

### **Component IV: Program Delivery and Ongoing Support:**

- Consider creating a new observation instrument that has observation number, start and stop time, place for field supervisor signature, student teacher signature, signature that interactive conference has taken place, and signature for campus administrator or representative

### **General Program Recommendations:**

- Consider creating a record keeping system in candidate folders that is aligned to TAC rule and can verify that all requirements are met by candidates;
- Consider adding Generalist 4-8 to your certification field (already approved to provide Science 4-8, Mathematics 4-8, and ELA 4-8) to provide more marketability for that grade level;

- Identify someone in the program who is responsible for understanding and is implementing TAC accurately;
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- Participate in SBOE & SBEC meetings and review the minutes to stay abreast of current and changes to TAC;
- Participate in future stakeholder meetings re: rule revisions for TAC;
- Participate in Educator Certification & Standards webinars for the purpose of understanding current TAC & changes;
- Maintain communication with the program specialist assigned to the EPP 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);
- Participate in Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to TAC;
- Align the terminology of the Jarvis Christian College Educator Preparation Program to that of current Texas Administrative Code. Example: Applicant / Candidate / Field Supervision / Internship / Practicum/ etc.