



**Compliance Report
for
Texas A & M University—Kingsville
February 24, 2010**

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 rules at www.tea.state.tx.us for details contained in each rule.

A technical assistance visit for the traditional undergraduate and the alternative certification educator programs at Texas A&M University—Kingsville was conducted on February 24, 2010 by Texas Education Agency (TEA) Program Specialists Dr. Mary S. Black and Annabel Peña in compliance with Texas Administrative Code (TAC) 228.10 (c).

This technical assistance visit concentrated on three areas found to be out of compliance March 23, 2009 by TEA: Component I Governance or Advisory Committee; Component III Curriculum; and Component IV Preparation Coursework and/or Training.

Information concerning compliance with Texas Administrative Code rules governing educator preparation programs was collected by various qualitative means. TEA sent electronic surveys to all student teachers and interns, all faculty, Advisory Committee members, program staff members, field supervisors, cooperating teachers and mentors, and campus principals connected with the TAMUK educator certification program. A total of 101 surveys were returned: 44 from student teachers and interns; 8 from Advisory Committee members; 12 from faculty; 6 from program staff; 3 from field supervisors; 12 from cooperating teachers or mentors; and 13 from campus principals. In addition a review of documents, syllabi, and a curriculum correlation chart provided evidence regarding compliance. A self-report was submitted to TEA by Texas A & M University—Kingsville on January 27, 2010. Qualitative methods of content analysis, cross-referencing, and triangulation were used to evaluate the evidence.

COMPONENT I: GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS-- Texas Administrative Code (TAC) §228.20

Findings:

Texas A&M University—Kingsville is in compliance with Texas Administrative Code (TAC) 228.20 concerning governance, or the Advisory Committee, of the educator preparation program. The Advisory Committee has been reconvened after a period of inactivity. According to the self-report and Advisory Committee electronic surveys, the Advisory Committee consists of 22 members representing business and community, local schools and districts, higher education, and ESC Region 2. A review of documents revealed invitations, agendas and minutes from two meetings on September 9, 2009, and January 14, 2010. Sign-in sheets indicated the members who attended. The roles and responsibilities of the Advisory Committee were discussed at the January 2010 meeting, according to the minutes. In addition a review of Advisory Committee roles and responsibilities were shared with the committee by the TEA program specialists through a PowerPoint presentation during the February 2010 visit.

Based on the evidence presented above, Texas A&M University-- Kingsville is in compliance with TAC 228.20.

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

Findings:

This component was not in question for the purpose of the technical assistance visit of February 24, 2010.

Texas A&M University—Kingsville was in compliance in this area March 23, 2009.

COMPONENT III. EDUCATOR PREPARATION CURRICULUM -- Texas Administrative Code (TAC) §228.30

Findings:

Texas A&M University—Kingsville is in compliance concerning educator preparation curriculum, TAC 228.30. On March 23, 2009, the program was working towards compliance of the newly implemented TAC 228.30 which requires specific topics in pedagogy for all programs. According to current course syllabi and a document titled *Pedagogy and Professional Responsibilities Course Correlation to TAC 228.30*, observed as part of the document review

February 24, 2010, all seventeen required topics are incorporated into coursework and have appropriate assessments.

Based on the evidence presented above, Texas A&M University-- Kingsville is in compliance with TAC 228.30.

**COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT --
PREPARATION PROGRAM COURSEWORK AND/OR TRAINING -- Texas
Administrative Code (TAC) §228.35**

Findings:

Texas A&M University—Kingsville is in compliance with TAC 228.35 regarding coursework and training for educator preparation. The March 23, 2009 report noted that no training for cooperating teachers had been offered by TAMUK in 2008 and that some student teachers had not yet been observed by a field supervisor.

During the technical visit in February 2010, a review of documents revealed written contracts between TAMUK and cooperating teachers and email notices sent to cooperating teachers of training events. Conversation with the Interim Dean, Dr. Albert Ruiz, further revealed that although cooperating teachers had been invited to training, the training was cancelled due to lack of attendance. Information for cooperating teachers is included in the student teaching handbook, which includes necessary forms, dates and contact numbers. Student teachers are responsible for sharing this information with cooperating teachers. While these steps are only a minimal attempt to provide training to cooperating teachers, they are enough to satisfy compliance at this time.

In 2009, the recommendation was made to create appropriate handbooks for cooperating teachers and secondary field supervisors, but this has not yet been accomplished.

Student teaching observation forms were found in some but not all student folders. The same inconsistency in filing observation forms was seen in 2009. Dates on the forms for Fall 2009 student teachers indicated that field supervisors were visiting student teachers about once every two weeks. Field supervision for secondary teachers is carried out by instructors in colleges other than the College of Education. Supervision for elementary teachers is all conducted by College of Education faculty. The College of Education does not seem to have a systematic way of collecting and filing student observation forms. In the 44 electronic surveys submitted by student teachers, all indicated they had been observed within the first six weeks of student teaching. Even though TAMUK may not be systematic in documenting their own procedures, the preponderance of evidence reveals that TAMUK is generally meeting the TAC rules for student teaching observation and is in compliance at this time.

Texas A&M University—Kingsville has recently opened the King Ranch Family Trust Early Education Center on the TAMUK campus to train early childhood and elementary teachers. An instructor has been hired to direct the center. Presently the center serves as a model classroom for candidates seeking early childhood certifications.

Based on the evidence presented above, Texas A&M University-- Kingsville is in compliance with TAC 228.35.

COMPONENT V. PROGRAM EVALUATION - ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.-- Texas Administrative Code (TAC) §228.40 -

Findings:

This component was not in question for the purpose of the technical visit of February 24, 2010.

Texas A&M University—Kingsville was in compliance in this area March 23, 2009.

PROGRAM RECOMMENDATIONS

Program Compliance Recommendations are based on the findings of the Texas Education Agency technical assistance visit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) rules and correct the issue IMMEDIATELY. General Recommendations are suggestions for program improvement only. Failure to comply with TAC rules governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC 229 beginning in 2010.

PROGRAM COMPLIANCE RECOMMENDATIONS: There are no program compliance recommendations. Texas A&M University—Kingsville is in compliance with all Texas Administrative Code rules governing educator preparation programs at this time.

GENERAL RECOMMENDATIONS:

- Create Cooperating Teacher Handbooks.
- Create Field Supervisor Handbooks.
- Give more explicit, concrete written feedback to student teachers after each observation.
- Consider developing a Field Supervisor's log with electronic submission of data.
- Consider developing different types of Field Supervisor visits to students. For example walk-thrus of 10-15 minutes would have different focus,

- expectations and feedback than full formal observations of 45 minutes or more.
- Consider adding a three-way conference with the student teacher, cooperating teacher and field supervisor to discuss progress of the student teacher.
 - Consider requiring at least one lengthy conference (45 minutes or more) between student teacher and field supervisor to discuss progress and offer support.
 - Redesign student teacher observation forms to include the student teacher's signature.