



Compliance Audit Report Wiley College October 5-6, 2011

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 rules at www.tea.state.tx.us for details.

Contact Information: Dr. Robert Watkins, Dean of Education

County/District Number: 102502

SBEC Approval Date: January 9, 1961

A compliance audit for the traditional undergraduate and the post-baccalaureate educator certification programs at Wiley College in Marshall, Texas, was conducted on October 5-6, 2011, by Texas Education Agency (TEA) program specialists, Dr. Mary S. Black and Mr. Mixon Henry, in compliance with Texas Administrative Code (TAC) §228.10 (c). The purpose of the audit was to determine compliance with Texas Administrative Code that governs educator preparation program in Texas.

Data Collection and Analysis:

Information sources for the audit came from a self-report submitted to TEA by Wiley College, a review of documents, syllabi, curriculum correlation charts, and student records. Electronic questionnaires were sent to program participants by TEA in early September. Only one principal, one student teacher, three field supervisors, and three advisory committee members completed and returned the questionnaires. TEA did not receive enough data from the questionnaires to draw valid conclusions, so that data is excluded from this report. Qualitative methods of content analysis, cross-referencing, and triangulation were used to evaluate the evidence. Evidence of compliance was measured using a rubric correlated to Texas Administrative Code rules.

Opening and Closing Sessions:

At the Opening Session on October 5, 2011, Dr. Robert Watkins, Dean of Education and Assistant Vice President for Administration and Student Support, presented an overview of the teacher certification program. Fourteen people attended including Dr. Lester Newman, Executive Assistant to the President, Dr. Joseph Morale, Vice President for Student Affairs, Dr. Ernest J. Plata, Vice President for Academic Affairs, Ms. Willie M. Hughey, Vice President for

Business and Finance, and Ms. Karen Helton, Assistant to the President, and Dr. Amanda Winters, Associate Professor of Education. A PowerPoint presentation was given to Dr. Watkins by TEA program specialists for advisory committee training purposes.

A Closing Session was held October 6, 2011, to review findings of the audit. In addition to Dr. Watkins, Dr. Plata, and Ms. Helton, several other faculty members attended.

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

FINDINGS:

An advisory committee is required by TAC rule for governance of educator preparation programs in Texas. The Wiley College advisory committee consists of seven members outside the college. Three represent public or private schools, one is from the nearby Regional Education Service Center, one is from another university, and two represent local business and community interests. Meetings for the 2011-2012 academic year are scheduled for November 10, 2011, and April 26, 2012. Meeting agendas, minutes, and sign-in sheets were reviewed by TEA program specialists for the 2010-2011 academic year. Discussion of candidate field-based experiences was found in the minutes. The advisory committee has also recently participated in discussions of course sequencing, technology resources, and comparative analysis of the education curriculum at peer institutions. An understanding of advisory committee roles and responsibilities is clear from the self-report and committee minutes. The presence of college administrators at the Opening and Closing Sessions demonstrates support by the college for the educator preparation program.

Based on the evidence presented, Wiley 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 and Certification Criteria

FINDINGS:

Wiley College has several requirements for admission to the educator preparation program that are above the minimums required by TAC rule. Candidates must have a 2.75 GPA or higher for admission (rather than the minimum 2.5 required by TAC), as well as a score on the Texas Higher Education Assessment (THEA) reading portion of 265 (rather than the minimum score of 230 required by TAC). A review of 13 student records (out of 30) found no candidates with GPAs lower than 2.75. The same record review showed that THEA scores were inconsistently documented.

Official student transcripts are reviewed by Wiley staff to ensure that potential candidates have the required number of college hours for the certification field they are seeking. Transcripts are kept in student records. No out-of-country candidates were found.

No documentation of the required interview for admission was found in student records. One writing sample used for admission purposes was discovered, but student records revealed this requirement to be inconsistently applied.

Due to inconsistency in documentation, Wiley College is out of compliance in Component II. These issues must be addressed in a TEA Compliance Status Report, which will be sent to Dr. Watkins.

Based on the evidence presented, Wiley College is not in compliance with TAC §227 - Admission and Certification Criteria.

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

FINDINGS:

Course syllabi and three curriculum correlation charts provided evidence of course alignment with required educator standards. All 17 topics mandated in TAC §228.30 are taught. Candidates for the Generalist EC-6 certification take four courses in reading instruction, while all other candidates are required to take one reading course. All candidates take a specific course in child development. A three semester-hour course (45 clock hours) in classroom management is required of all candidates. Instructional technology is infused throughout the curriculum, but there is also a specific course required of all candidates. The college has made a significant commitment to increased instructional technology in all divisions by adding Smart boards and providing faculty training.

Training in Advancement Via Individual Determination (AVID) strategies is required for all faculty members this year. These strategies include test-taking skills, writing skills among others that faculty can use to improve candidate success in all course work.

Wiley College is also committed to preparing candidates to be successful on the TExES examinations. All candidates take a three-semester test preparation course (45 clock hours). As a result, test pass rates for all candidates have been 94 to 100 percent for the past three years. As the mission statement for the Wiley educator preparation program says, they “strive to provide academic and professional experiences for young men and women so that they are prepared to pass the Texas Examination of Educator Standards (TExES); and are able to develop the competencies to practice the high standards and values necessary to achieve success as educators.”

Based on evidence presented, Wiley 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:

Component IV concerns required program hours and field supervision for student teachers. Coursework is delivered in a face-to-face manner. Wiley College requires 705 clock hours of coursework and training for certification, well above the 300 minimum required by Texas Administrative Code. Pre-student teaching field-based experience of 30 clock-hours is required

for all candidates. This experience is connected to several required courses, but is not well documented in student folders. Student teaching logs documented that student teaching fulfills the 12-week requirement in TAC rule. No substitution of previous experience for any part of educator preparation is allowed at Wiley College.

Policies and procedures for cooperating teachers are included in the Student Teaching Handbook, which field supervisors share with them. Faculty serves as field supervisors and meets periodically to review procedures, as shown by meeting agendas. Initial contact with candidates is made by field supervisors at a required fall orientation meeting.

Field supervisors make three formal observations of 45 minutes in duration and weekly informal walk-thru visits to all student teachers. Documentation of both activities was inconsistent, so improved documentation is required. Observation forms need to include a time in/time out to verify that formal observations are at least 45 minutes in duration. Also a signature line for the field supervisors, student teacher, and campus principal needs to be added to the observation form. This addition will document the occurrence of the observation and provided feedback by the student teacher as well as the delivery and receipt of the formal observation by the principal as required by TAC §228.35 (f).

Based on evidence presented, Wiley 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:

Wiley College evaluates candidate's readiness for the TExES examination through the required test preparation course as well as final examinations at the end of each course. Successful completion of each course and the test preparation course are considered benchmarks of candidate progress through the program.

Overall program evaluation is conducted in various ways. The quality of the curriculum is evaluated every five years by the education faculty. The effectiveness of the advisory committee is evaluated every spring through a survey of members. Each semester Dr. Watkins and Dr. Winters review surveys from school districts, candidates, student teachers and recent graduates as well as data from the Accountability System for Educator Preparation (ASEP). Advisory committee participation in evaluation activities is documented through minutes and agendas.

Student records are retained in a secure environment for a minimum of five year as required by TAC.

Based on evidence presented, Wiley College is in 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).

Senate Bill 174/Texas Administrative Code §229

Current Accreditation Status

Wiley College is currently rated “Accredited” based on the overall pass rate, the pass rates by gender and ethnic group.

Standard I: Results of Certification Exams

Pass Rate Performance:	2008-2009 Final 80% Standard	2009-2010 70% Standard	2010-2011 75% Pass Rate
Overall:	100%	94%	100%

Standard II: Results of Appraisals of Beginning Teachers by School Administrators

Principal Survey 2011-12 <i>not available at this time</i>	Aggregate (State)	Individual Program
Overall Status:		
Preparation in:		
Classroom Environment		
Students With Disabilities		
Limited English Proficiency Students		
Technology Integration		
Using Technology With Data		

Standard III: Improvement in student achievement of students taught by beginning teachers for the first three years following certification.

Not yet applicable

Standard IV: Results of data collections regarding the frequency, duration, and quality of field supervision of beginning teachers during their first year in the classroom.

Not yet applicable

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: In order to meet requirements of all Texas Administrative Code rule governing educator preparation programs, the following recommendations are made:

TAC §227.10 Admission Criteria

- Create interview questions with a rubric to use with candidates seeking admission and apply consistently;
- Develop a method of tracking student's basic skills testing ;
- Develop a rubric for the admissions writing sample and apply consistently;
- Keep all evidence for admission, field-based experience, and student teaching in each student's official records;
- Add the start date for student teaching to student records.

TAC §228.35 Program Delivery and Ongoing Support

- Add time in/time out and campus administrator signature on formal observation forms;
- Establish a method for accurately documenting 30 clock hours of pre-student teaching field experiences;
- Establish a method for accurately documenting additional coaching and support provided to student teachers;
- Establish a method for accurately documenting three formal observations for each student teacher
- Establish a method for accurately documenting that a copy of the formal observation was provided to the campus administrator.

GENERAL PROGRAM RECOMMENDATIONS:

- Develop policy to comply with TAC §228.35 (a)
- Send observation forms to campus administrators via email with the read-receipt option to provide better documentation.