



Compliance Audit Report 2010-2011 TEACH Training via E-learning ACP

According to Texas Administrative Code (TAC) §228.10(c), "An entity approved by the TEA under this chapter...shall be reviewed at least once every five years under procedures approved by the 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: 227701

Approved by SBEC: January 14, 2005

Dr. Phillip Eaglin and Mrs. Sandra Nix, Program Specialists, conducted a Texas Education Agency (TEA) compliance audit on April 26-28, 2011. The following are the TEA findings and recommendations for program improvement.

Date Self-Report Submitted: March 13, 2011

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A review of documents, syllabi, and curriculum correlation charts provided evidence regarding compliance. A total of 111 responses to the questionnaire were received by TEA, including eleven (11) out of thirty-one (31) from interns, seven (7) out of fifteen (15) from field supervisors, five (5) out of twenty-seven (27) from school principals, eight (8) out of twenty-seven (27) from campus mentors, and nine (9) out of eleven (11) from advisory committee members. TEA staff determined that the program materials for the audit visit were not presented by the Director in an organized, complete manner as requested in the monitoring visit handbook as well as during the monitoring visit training webinars. Full access to the online courses was provided to TEA staff at the conclusion of the audit visit. Data submitted after the conclusion of the compliance audit were not admissible.

The opening session was conducted on April 26, 2011. In attendance representing the staff of T.E.A.C.H. Training via E-learning ACP were Ms. Kay Coppin, Mr. Russell Kyle, Ms. Deborah Acevedo-Tamminga, and Dr. Delia Quintanilla. Dr. Phillip Eaglin presented the summary overview of the monitoring process and the stakeholder questionnaires. The program's director decided to provide an electronic copy of the program's PowerPoint slides instead of presenting it during the opening session. The closing session was held on April 28, 2011. Present at the closing session were Dr. Delia Quintanilla and Dr. Ron Kettler.

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

Findings:

Support was indicated by the governing body of TEACH Training via E-learning per TAC §228.20(c) as evidenced by Dr. Delia Quintanilla, Director, and other key staff members' participation in various aspects of the compliance audit.

The TEACH Training via E-learning ACP is a collaborative effort among stakeholders per TAC §228.20(b). The advisory committee consists of twelve (12) members: three (3) from school districts, one (1) from higher education, one (1) from an education service center, and seven (7) from business and community. TEACH Training via E-learning is one of three companies operating under the umbrella of "Quest". The board of directors of the Quest Company has been functioning as the advisory committee. Per Dr. Quintanilla, many of the board members are there to primarily serve the Quest companies and not TEACH Training via E-Learning specifically. Dr. Quintanilla indicated that she needed to form an advisory committee that serves the educator preparation program specifically. It is recommended that she follows through in forming a new advisory committee. To better secure the input of higher education and education service center staff and to present a more balanced perspective in decision making, it is recommended that additional members of those particular stakeholder groups be recruited and prepared to serve on the advisory committee. In addition, the advisory committee and the educator preparation program would benefit from increased depth of school district membership by including mentor teachers, interns, school district human resource directors, superintendents, principals, and additional members from the educational communities that it serves. In order to implement this suggestion, it is recommended that the program increases the use of virtual advisory committee meetings and explore the use of conference calls, webinars, and other appropriate technology to conduct the meetings. At the same time, the size of the committee must be considered in order to provide an environment for idea and information exchange through interactive dialogues. The composition of the advisory committee meets the requirements of TAC §228.20(b).

Agendas, sign-in sheets, and minutes were provided for the following advisory committee meetings: February 23, 2011, July 14, 2010, and July 30, 2009. The July 14, 2010, meeting was held in the 2009-2010 academic year, thus only one meeting was held that year. (The program's self-report reported in error the advisory committee meeting date of July 7, 2110; however, clarification was provided during the self-report review with the program director.) The July 30, 2009, meeting was held in the 2009-2010 academic year, thus only one meeting was held that year also. The February 23, 2011, meeting was held for the current academic year 2010-2011. Per TAC §228.20, the approved educator preparation program shall meet a minimum of twice during each academic year. The TEACH Training via E-learning ACP is not in compliance with TAC §228.20(b).

Two "Board of Trustees" agendas were reviewed during the audit visit from July 18, 2006 (an onsite meeting), and June 18, 2006, (a virtual meeting). In a separate binder the following items

were available: All purpose meeting agendas that appeared to include signatures of board member and letters of support from board members. Topics of the two meetings included the TEACH handbook, online principal and mentor TxBESS training, weebly site workshops, and the observation schedule. At these “all purpose meetings”, advisory board members, supervisors, professors, and presenters were in attendance. No minutes were evident for these meetings. Through review of the agenda topics for the advisory committee meetings and letters from advisory committee members, it appears that the advisory committee is involved in aspects of program planning and delivery.

Nine (9) out of eleven (11) advisory committee members responded to the questionnaire sent by the TEA. On the questionnaire, three out of nine members (33%) of the responding committee members indicated they had served on the advisory committee for four to five years. Thirty-three percent (33%) of the responding eleven (11) members on the survey indicated that they were familiar with TAC §227, §228, and §229.

Because of the importance of the advisory committee’s contributions and since there are ongoing revisions being made to TAC, it is recommended that yearly training be provided to the advisory committee members. Since the membership of the advisory committee, especially those new to the committee and those from the business and community group, may not be familiar with all of their roles in the analysis of program planning, evaluation and design, it is recommended that a distinct advisory committee handbook be developed to help guide the activities and responsibilities of the committee. An example of such a handbook was provided to the preparation program by TEA staff.

The advisory committee members on both surveys indicated that the type of teaching practicum offered by the program was “student teaching”, “clinical teaching”, and “internship”. Thus, it is evident that the advisory committee members in general may misunderstand the type of practicum offered by the program and/or the terminology of the TAC. It is also recommended the program aligns its terminology with TAC, and committee members should be provided more information on the practicum provided by the program.

Four (4) of the responding advisory committee members (44%) in the questionnaire indicated that they do participate in designing or revising the educator preparation program’s curriculum. Eighty-nine percent (89%) on the questionnaire indicated that they participated in overall program evaluation. Thus, it is evident that the advisory committee is involved in aspects of program evaluation as required by TAC §228.20(b).

Committee members should be provided with state and federal reports related to educator preparation and teacher quality so that an overall program evaluation and recommendation can be made for program improvement. It is also strongly recommended that committee members continue to receive professional development regarding the Texas Administrative Code (TAC) §227, §228, §229 so that all recommendations can be clear and measurable.

Based on evidence presented, TEACH Training via E-learning ACP is not in compliance with all the indicators reviewed in accordance with Texas Administration Code (TAC) §228.20.

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

Findings:

Per the self-report, information found on the program's website and in other documents presented at the compliance audit, in order to be admitted to TEACH Training via E-learning ACP, the potential candidate must submit official transcripts, an application, a bachelor's degree from an accredited institution, and a minimum GPA of 2.5 or above on a four point score and proof of basic skills by passing the THEA. The program may substitute a 3.0 or above GPA, GRE, or similar graduate entrance exam in place of the THEA. The screening process included completing the Lassa Survey and an entrance interview with the program. TEACH Training via E-learning also required a writing sample which is a one-page letter of introduction. No evidence was presented on how the letter was evaluated by the program directors. It is recommended that scoring criteria be developed and used to evaluate the letter of introduction. The TEACH Training via E-learning ACP transcript tool, which is used for analyzing candidate transcripts, and a copy of the program's online application were available for review.

A copy of admission requirements located on the program's website was secured by TEA staff. The admission requirements were also confirmed in the candidates' folder review. However, the program's self-report indicated that the TOEFL was used to determine if a candidate was able to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching. To the contrary, TEA staff confirmed that one candidate from out-of-country did not have evidence of the TOEFL in the candidate's folder nor was there documentation that the candidate qualified under any of the other provisions for oral language fluency as specified in TAC §230.413. Since English oral and written proficiency for out-of-country applicants were not evaluated by the TOEFL or other acceptable alternatives noted, TEACH Training via E-learning is out of compliance with TAC §227.10(a)(5). It is recommended that the program utilizes the TOEFL as part of its admission requirements.

TEACH Training via E-learning ACP disseminates recruiting information to potential candidates through the program's website, a brochure to districts, district and regional job fairs, word of mouth by advisory committee members, and phone calls received from potential candidates.

According to TEACH Training via E-learning ACP's self-report and information provided during the compliance audit, less than 10% of candidates currently in the program were admitted under the 10% cohort rule.

Based on the evidence provided, TEACH Training via E-learning ACP is not in compliance with Texas Administrative Code §227.10-Admission Requirements.

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

Findings:

The program's instructors consist of twenty (20) members who are local master teachers, school principals, and university professors. The names of nineteen (19) field supervisors (referred to as Intern Logistic Supervisors by the program), six (6) contract office staff, and five (5) coaches were also listed in the audit materials. In reviewing the faculty and field supervisor background information presented in the document review, all instructors for which there was background information appear to be Texas certified with many years of experience—some resumes were not included in the materials. Only one field supervisor resume was provided—the rest of the documents were field supervisor agreements instead of resumes. Four hold a PhD, one an EdD, nine a Bachelors, and twelve hold a Masters degree. Per TAC 229.2 (16), the field supervisor is required to be a currently certified educator. This could not be verified in the absence of resumes of the field supervisors.

Ninety-one percent (91%) (10 of 11 respondents) of the interns on the survey indicated that they had been provided with a clear and concise course syllabus. In reviewing the online course syllabi from TEACH Training via E-learning ACP, it was found that the program did not have common components in the course syllabi. Alignment to the 17 curriculum topics mandated by TAC §228.30 was confirmed through the self-report, curriculum materials reviewed, and intern responses to the TEA questionnaire, as well as through the course correlation matrixes required by TEA. Curriculum alignment to the 17 topics was also noted in the course materials that were reviewed and presented by the Director and staff during the visit. It is recommended that all syllabi contain a standard format and provide a more intentional presentation of the relevant 17 topics, the TEKS, and the TEA educator standards that are aligned with the educator preparation courses. TEA staff provided a list of suggested common components to include in the syllabi.

Areas that interns would like the program to strengthened were: teacher's responsibilities for administering the Texas Assessment of Knowledge and Skills examination (44%); reading strategies across the curriculum for all grade levels (25%); and standards and teaching strategies for students designated as gifted and talented (18%). It is recommended that the program seeks assistance through presentations from local school district testing coordinators on the administration of TAKS/STARR responsibilities or utilize the modules created by TEA which can be accessed at www.TexasAssessment.com/Taonlinetraining. In addition, TEA staff recommended during the visit that the program add to its requirements the local school campus requirement of interns to participate in the 30-hour gifted and talented professional development offered by their district.

Per TAC §228.10 (e), an educator preparation program that is rated "accredited," as provided in §229.3 of this title (relating to The Accreditation Process), may request additional certification fields by submitting a curriculum matrix with a description of how the standards for Texas beginning educators are incorporated into the educator preparation program's curriculum. The

Generalist EC-6 field was the certification area identified as the primary focus of this compliance audit. TAC §228.30(a) requires that the curriculum be aligned to the relevant educator standards as the curricular basis for each certification field of the educator preparation program's curriculum. As required by TAC §228.35(b), the educator preparation program shall provide candidates with coursework and/or training that is directly related to that certification area and is aligned to the state standards for the applicable certification field. The TEACH Training via E-learning educator preparation program provides candidates with online coursework and onsite workshops in a hybrid model that is aligned to the EC-6 certification field. The TEACH Training via E-learning ACP provided completed curriculum matrixes and syllabi for Generalist EC-6 prior to the compliance visit, and randomly selected curriculum artifacts from the website and candidate work samples (e.g., portfolios) provided support for topic alignment.

It is recommended that the Generalist EC-6 be enhanced by including strategies for teaching reading and vocabulary development in all certification areas that the program is approved to offer. When information was evaluated on how discipline-specific science reading was being addressed in the reading preparation curriculum, it was not evident that it was being adequately addressed in the online program. From the review of the online courses, it also was not evident how well the program is preparing its prospective teachers to use instructional models based on recent research on how students learn science. Therefore, it is recommended that the curriculum be better aligned to current evidence-based approaches for science instruction of K-12 students.

Because sufficient evidence could not be located in the online websites, alignment with each of the iNACOL criteria of the following components in the Evaluation of Online/Hybrid Programs Rubric could not be verified: Content Indicators, Instructional Design Indicators, Student Assessment Indicators, and Technology Indicators. It is recommended that the program develops and improves the online learning system's alignment with each of these criteria for online learning:

- Academic integrity and netiquette expectations regarding lesson activities, discussions, email communications and plagiarism should be clearly stated;
- Privacy policies should be clearly stated;
- Grading policies and practices should be easy to understand;
- Prerequisite skills in the use of technology should be identified;
- The courses should use utilizes appropriate content-specific tools and software;
- The courses should meet universal design principles, Section 508 standards, and W3C guidelines to ensure access for all students; and
- The course provider should offer orientation training.

Based on evidence presented, TEACH Training via E-learning ACP is in compliance with TAC §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:

The TEACH Training via E-learning program is delivered mainly online through the Epath Learning management system, including asynchronous interactive exchanges between candidates and instructors, and through face-to-face workshops used to enhance the curriculum. The program staff indicated in the self-report that the office communicates next steps and provides materials to participants through email, the online learning portal, and the Weebly portal where candidates are responsible for downloading and uploading required documents.

Sufficient evidence existed in the candidates' records that the teaching internship fulfilled the TAC §228.35(d)(2)(C) requirement. Internships were a minimum of one hundred eighty (180) days or one academic year. The candidate's TEA electronic questionnaire provided evidence that thirty-six (36%) percent of candidates responded that they had completed more than one semester or almost an academic year of internship. All eleven (11) candidates in the questionnaire responded that their teaching placement matched the grade level and certification field for which they were seeking certification. [TAC §228.35(d)(2)]

TAC §228.35(f) requires that the initial contact with the assigned candidate must occur within the first three weeks of assignment. Initial contact between the candidate and the field supervisor occurred within the second week of assignment as reported in the self-report. However, there was only evidence that this occurred for two candidates in the student folder review. Since there was limited evidence of contact within the first three weeks, TEACH Training via E-learning ACP is not in compliance with TAC §228.35(f).

According to program documents, the total hours for an elementary certificate are 681 clock hours and 611 clock hours for the secondary certificates. TEACH Training via E-Learning is in compliance with TAC RULE §228.35 (a) (3) because it requires a minimum of 300 clock-hours of online and face-to-face contact hours. The TEACH Training via E-learning program reports that one-hundred eighty hours are completed during the internship experience. According to the self-report and information provided during the compliance audit, fifty hours of district staff development are accepted by the program, and four hours may be substituted for the TEACH workshop requirements. However, there was no evidence in the candidates' folder review that the fifty-four (54) clock hours had been accepted by the program. Since there was no evidence of the 50 clock hours provided by the school districts, TEACH Training via E-learning ACP is not in compliance with TAC §228.35(a)(5).

TEACH documents indicate that it requires 30 clock hours of field-based experience for candidates with teaching experience and 60 clock hours for candidates without any teaching experience. According to the self-report and candidate responses, time logs in candidate folders, focused observation activities, class discussions, and classroom activities were used to reinforce the field-based experiences. However, only two candidates' folders were found to

contain evidence of 30 clock hours of field-based observations. Since TEA staff could not verify sufficient evidence during the compliance audit, TEACH Training via E-learning is not in compliance with TAC §228.35(d)(1). It is recommended that the program maintains records such as time logs of such field-based experience for each candidate in a paper or electronic format.

TEACH Training via E-learning has nineteen (19) field supervisors located at the Austin office. One of the field supervisor's resume provided evidence that she is a certified teacher with many years of public school service. Resumes for all of the field supervisors were not included in the program materials. Therefore, TEA staff could not verify whether all field supervisors were certified as required by TAC §228.2(10). In the questionnaire, forty-three percent of the field supervisors indicated that they had been involved in field supervision with this program for three to five years. TEACH Training via E-learning ACP is not in compliance with TAC §228.2(10).

On the TEA questionnaire, one-hundred percent (100%) of the interns reported that the field supervisors were effective or very effective. Seventy-five percent (75%) of the principals indicated in the TEA questionnaire that they had received written feedback about the teaching candidates from the field supervisors. All of the field supervisors participating in the questionnaire indicated that they provide a copy of the observation form to the campus administrator. TEACH Training via E-learning is in compliance with TAC §228.35(f).

The field supervisors indicated in their questionnaire that they had received these types of training sessions in the past academic year: PDAS, TxBESS, orientation from the program, Coaching Techniques, and Mentoring Techniques (from Austin ISD). TxBESS training materials and agendas and attendance records from the all purpose meetings were available in the document review. Field supervisor materials such as the handbook for the clinical teaching experience, the internship experience, and for the induction program were available in print format.

Two out of eight responding cooperating teachers/mentors on the questionnaire reported that training is provided through an orientation provided by TEACH Training via E-learning. This was verified by attendance records, and seventy-five percent (75%) of the cooperating teachers/mentors reported having received a handbook or manual. The program handbook outlines the responsibilities of the cooperating teacher, as well as those for the intern. The procedures for due process and for grievances were also viewed in the program's online portal.

In reviewing the candidates' folders, evidence of at least three formal observations was verified by the presence of observation forms. Field supervisors confirmed in the questionnaire that formal observations were about 45 minutes in duration followed by an interactive conference. The field supervisors' logs did not contain a space for recording the observation start and stop times so it was not possible to verify that the observations were 45 minutes in duration. Thus, TEACH Training via E-learning is not in compliance with TAC §228.35 (f)(1)(2). It is recommended that the observations, including the duration, is documented for current candidates on a site visit log or observation form with start and end times for each observation. The strength of the observation document could also be increased if it were more focused on content-knowledge and content-methodology specific aspects of the teaching process. It was clear who conducted the observation and who completed the observation form as they were

signed by field supervisors. It is suggested that the observation form or log be signed by the candidates as evidence of completion of the interactive conference.

TEACH Training via E-learning staff reported that students who are struggling in the program receive assistance through campus support team and clinical supervisor counseling, the development and follow-up to a RoadMap intervention plan, and through a review and feedback on a videotape of the candidate's teaching.

Independent test preparation training sessions of two-hundred seventy one (271) hours for the Generalist EC-6 test and for the other certification areas have been developed and delivered to ensure candidate success on the TExES tests.

Based on the evidence presented, TEACH Training via E-learning ACP is not in compliance with TAC §228.35 Preparation Program Coursework and/or Training.

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

Findings:

Per TAC §228.40 (a), “to ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program”. TEA staff determined that there was sufficient evidence of benchmark assessments of candidates' progress in the Generalist EC-6 curriculum and that the program is in compliance with TAC §228.40 (a). As indicated in the self-report, TEACH benchmark assessments are provided at every level of instruction with the end-of-course exam score, workshop Q&A, web-based Weebly workshop/video reflections, assignment/project rubric assessment; study group rubric assessments, Portal History, and lesson plan rubric assessment. At every level, candidates, whether through a discussion with a professor, director, or supervisor, know exactly where s/he stands in TEACH Training via E-learning's program.

A review of the TEACH Training via E-learning website confirmed that it utilizes the follow forms of assessment tools: Program RoadMap with benchmarks, Portfolio Rubric points; Core Course exam grades, Core course assignment/project rubric performance levels; onsite workshop presenter Q&A, online Weebly reflections; video reflections; & Portal History. Examples of candidates' portfolios and scoring rubrics were provided for review. The criteria used to evaluate the portfolios included: overall appearance and presentation, personal information, knowledge training instructional planning, communication and media technology, and professional development. It is recommended that the criteria on the rubric are more closely aligned to the TEA-approved educator standards and that the assessments of candidates include more that are performance based and that the rubrics provide feedback on strengths and indicates areas for continued growth. A written exam was viewed in one portfolio that required candidates to respond to each question in paragraph form. There were no evident

criteria indicated for scoring the written responses. School student work samples were also included in this portfolio. However, it did not appear that the items had been scored or analyzed by the candidate. It is recommended that the candidates are provided preparation in analyzing student work samples.

The candidates' readiness to test for the content area and PPR is determined by the performance achieved on the practice TEXES tests and review of those practice exam scores.

Per TAC §228.40(c), for the purposes of educator preparation program improvement, "an entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments." The TEACH Training via E-learning program indicated in the self-report that Dr. Esther Smith will conduct the program's five-year evaluation in Summer 2011 based on assessments collected throughout the five years since the pilot in 2005-2006. An evaluation prospectus was provided for review. TEA staff reviewed a Distance Learning Course Evaluation document. However, these documents did not provide any evidence the evaluation of the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments—such as data and an evaluation report. TEACH program staff indicated that the financial expenses to request evaluation data from the online course provider prohibits the collection and use of those data. It is recommended that the data are compiled into evaluation reports to be used for making program decisions and provided to advisory committee members for consideration.

The Program Director suggested that she could attempt to get the evaluation data from last year; however, none were available during the visit. TEACH Training via E-learning is not in compliance with TAC §228.40(c)—continuous program evaluation. It is recommended that the program staff continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments and this information is shared with the advisory committee annually.

Student records are kept in paper and electronic format (on CDs) for five years in a secure environment. The records were located in the TEACH Training via E-learning administrative office. Since the program did not have a physical location prior to the audit visit, TEA staff had to request that a physical location be secured. That was accomplished prior to the visit. The retention of records meets the requirements of TAC §228.40(d).

Based on evidence presented, TEACH Training via E-learning ACP is not in compliance with TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement.

Senate Bill 174/Texas Administrative Code §229

Standard I: Results of Certification Exams

Pass Rate Performance:	2007-2008 Final 80%Standard	2008-2009 Final 80% Standard	2009-2010 70% Pass Rate
Overall:	100%	98%	100%

PROGRAM RECOMMENDATION

The following are recommendations based on the findings of the Texas Education Agency compliance audit. If the program is NOT in compliance with any component, please consult the Texas Administrative Code and initiate actions to correct the issue IMMEDIATELY. A Compliance Status Report will be required in sixty days on compliance recommendations.

General program recommendations are suggestions for general program improvement and do not require follow-up.

PROGRAM COMPLIANCE RECOMMENDATIONS: A Compliance Status Report will be required in sixty days.

- TAC §228.20 Governance of Educator Preparation Programs.

The educator preparation program's advisory committee shall meet a minimum of twice during each academic year (September 1 – August 31). This must be corrected immediately.

- TAC §227.10(a)(5) Admission Criteria.

Utilize the TOEFL as part of the admission requirements to determine if an out-of-country candidate with a degree from a non-English speaking institution is able to speak and understand English language sufficiently to use it easily and readily in conversation and teaching. This must be corrected immediately.

- TAC §228.35(d)(1) Program Delivery and Ongoing Support.

Document evidence that 30 clock-hours of field-based experience is completed prior to student teaching, clinical teaching, or internship. This must be corrected immediately.

- TAC §228.35(a)(5) Program Delivery and Ongoing Support.

Document the acceptance of 50 clock-hours of training that may be provided by a school district and/or campus. This must be corrected immediately.

- TAC §228.35(f)(1) Program Delivery and Ongoing Support.

Document evidence that the candidates' observations during internship are at least 45 minutes in duration. This must be corrected immediately.

- TAC §228.35(f) Program Delivery and Ongoing Support.

Maintain evidence in each candidate's folder that verifies that first contact occurred between the field supervisor and candidate within the first three weeks of assignment. This must be corrected immediately.

- TAC §229.2(16), Program Delivery and Ongoing Support.

Maintain evidence that each field supervisor is a certified educator. This must be corrected immediately.

- TAC §228.40(c) Assessment and Evaluation of Candidates for Certification and Program Improvement.

Develop a systematic plan for evaluating the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessment. This must be corrected immediately.

GENERAL RECOMMENDATIONS: No progress report is necessary.

- Recruit and prepare additional members of the public and private schools, higher education, and education service center stakeholders to serve on the advisory committee.
- Develop and provide an advisory committee handbook to reinforce roles and responsibilities and to emphasize the importance of the committee's involvement and commitment.
- Increase the use of virtual advisory committee meetings and explore the use of conference calls, webinars, and other appropriate technology to conduct the meetings
- Increase advisory committee members' understanding of Texas Administrative Code (TAC) §227, §228, and §229 through periodic updates so that parameters of recommendations can be clear and measurable.
- Compile data from evaluation instruments to share at advisory committee meetings for the purpose of involving them in decision making, especially for those members who are not staff members of the program.

- Standardized a format for the course syllabi.
- Align the language of TAC with program language—use the term field supervisors.
- Explore ways such as through electronic portfolios that teaching candidates can collect artifacts to be used as evidence of their progress throughout the program.
- Develop the curriculum syllabi to make instruction of the relevant educator standards and the formative and summative assessment types and criteria transparent to the candidates.
- Develop and improve the online learning system’s alignment with each of these criteria for online learning.
- Include subject-specific preparation for teaching reading in the content areas, such as scientific reading and scientific vocabulary development, and include theories of how students learn science in the curriculum.
- Provide candidates with more opportunities to practice teaching by developing and presenting micro lessons for peers/instructions and provide feedback.
- Provide presentations from local school district testing coordinators or use the modules developed by TEA on the teachers’ TAKS responsibilities.
- Develop aligned assessments of candidates’ teaching performance and analytic rubrics that provide feedback on strengths and indicate areas for continued growth.
- Provide candidates with preparation in analyzing student work samples.
- Prepare detailed course syllabi for each of the approved certification fields offered, particularly for the Generalist EC-6.