



Compliance Audit Report 2010-2011 Lone Star College-Montgomery Alternative Teacher Certification Program

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 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: 170-701

Texas Education Agency (TEA) program specialists, Vanessa Alba and Phillip Eaglin, PhD, conducted a Texas Education Agency compliance audit on May 3-6, 2011, as required by Texas Administrative Code (TAC) §228.10(c). The Generalist 4-8 certification program was the focus of the compliance audit.

Information concerning compliance with Texas Administrative Code governing educator preparation programs was collected by various qualitative means. A review of the self-report submitted on April 6, 2011, documents, candidate records, course syllabi, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Lone Star College-Montgomery Alternative Teacher Certification Program stakeholders by TEA staff. A total of forty-one (41) out of eighty-eight (88) responses to the questionnaires were received. The responses included seven (7) out of ten (10) advisory committee members, two (2) out of three (3) field supervisors, twelve (12) out of twenty-five (25) cooperating teachers, fourteen (14) out of twenty-six (26) student and clinical teaching candidates, and six (6) out of twenty-three (23) principals. Qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

The following are the findings and recommendations for program improvement.

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 Lone Star College-Montgomery Alternative Teaching Certification Program per TAC §228.20(c) as evidenced by the participation of the following members in all aspects of the program visit: Dr. Dell Burditt, Senior

Program Manager for the Lone Star College System-Alternative Teacher Certification Program; Amy Cooper, Program Coordinator for the Lone Star College-Montgomery Alternative Teacher Certification Program; and Celyn Christophe, Director of Continuing Education at Lone Star College-Montgomery. In addition, Robin Garrett, Executive Director for Continuing Education at Lone Star College-Montgomery was present at both the opening and closing sessions of the TEA compliance audit visit. The following advisory committee members also participated in the opening session and advisory committee training: Rayford McIlhane, Willis ISD Executive Director of Human Resources; Michael Daniel, Magnolia ISD Human Resources Director; Valerie Baxter, Spring ISD Human Resources Director; Joe Martin, Education Coordinator, Education Service Center (ESC) Region VI; Maureen Loiacano, Lone Star College-Montgomery Math and Education Department Chair; Rebecca Daniel, Assistant Vice-President, Woodforest National Bank; and Amanda Benavides, Lone Star College-Montgomery Alternative Teacher Certification Program Division Assistant. Finally, in addition to the advisory committee members present listed above, Judy Drummond, Director of Human Resources in Montgomery ISD attended the closing session.

The Lone Star College-Montgomery Alternative Teacher Certification Program is a collaborative effort among stakeholders per TAC §228.20(b). The advisory committee consists of eleven (11) members: six (6) representing public schools; two (2) representing Education Service Centers; and three (3) representing higher education. This was reported in the self-report and verified during the visit. Additionally, during the opening session presentation, it was noted that a new member representing the business and community sector had recently been added and was present for her first advisory committee meeting. It was recommended that the program ensure that new members fully understand their roles and responsibilities.

In the electronic questionnaire that was sent by the TEA to the advisory committee members, seven (7) out of ten (10) members responded. Five (5) respondents, seventy-one point four percent (71.4%), indicated that they represented public school districts; one (1) respondent, fourteen point three percent (14.3%), indicated that they represented higher education, and one (1) respondent, fourteen point three percent (14.3%), indicated that they represented an education service center. There was no indication of business/community representation in the questionnaire responses. As a result of the aforementioned information illustrating that one new advisory committee member representing business/community interests had been added and information that was reported via the advisory committee questionnaire, it was recommended that Lone Star College-Montgomery Alternative Certification Program staff expand the advisory committee to include additional members who represent business and community interests.

The advisory committee met on April 19, 2011 and on September 24, 2010 for the current academic year. Minutes of the advisory committee meetings indicated that the advisory committee discussed the following items: TEA site visit; 2010-2011 program finishers; an analysis of program data (including certification test success rates, six (6) hours of test preparation review, and curriculum updates); observation procedures within the districts served; the current number of clinical teachers (8); Educational Testing Service (ETS) data; T-Cert; district needs; and program needs. Additionally, there were agenda items that allowed for open discussion, questions, and concerns from advisory committee members. The advisory committee also met on April 1, 2009 and December 2, 2009 for the previous academic year. In addition, advisory committee meeting information was provided dating back to 2004. Dates,

locations, agendas, minutes, and attendance records were provided for the document review as evidence of compliance with TAC §228.20(b).

It was reported in the responses to the advisory committee questionnaire by one hundred percent (100%) of the respondents that the advisory committee members participate in major policy decisions affecting the educator preparation program and in the overall evaluation of the preparation program. It was also reported that forty-three percent (43%) of the members participate in the design and revision of the educator preparation program's curriculum. It is recommended that Lone Star College-Montgomery ensure that the advisory committee members have an opportunity to actively participate in the design and revision of the program's curriculum.

It was reported in the responses to the advisory committee questionnaire by eighty-six percent (86%) of the respondents that the advisory committee reviews the types of field-based experiences provided to the candidates. It was not initially evident during the program visit that this had actually occurred. However, Amy Cooper, the Program Coordinator, provided documentation that assured the program specialists that there was a process in place, developed with assistance from advisory committee members who are human resource directors, which specifies the type of field-based experiences for which candidates can participate. The documentation provided was a document entitled "Process for Observing in Area Schools" that includes seven (7) specific field experience assignments and an alternate assignment of attending a school board meeting that candidates must complete during their field-based experiences.

Advisory committee members were asked to identify strengths and areas to improve within the Lone Star College-Montgomery Teacher Alternative Certification Program. The committee members reported that personal involvement with candidates and quick and appropriate responses to concerns expressed by the advisory committee were areas of strength for the program. There were no areas for improvement reported in the advisory committee questionnaire.

Based on the evidence presented above, Lone Star College-Montgomery Alternative Teacher Certification Program is in compliance with Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS.

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

Findings:

In order to verify admissions requirements, TEA program specialists reviewed a total of nineteen (19) candidates' files in both paper and electronic format via the Access database. The records reviewed included eleven (11) 2009-2010 finishers and eight (8) candidates who will be finishers for the 2010-2011 academic year. In addition, several files were randomly reviewed to ensure that the TEA program specialists were finding consistent documentation in each candidate's file.

Admission requirements for the Lone Star College-Montgomery Alternative Teacher Certification Program were detailed in the self-report. In addition, admission requirements were available on the website, in the course catalogue, in the teaching application packet, and in *Teacher Certification: A Continuing Education Program* brochures located in carousels at Lone Star College-Montgomery. The Program Coordinator explained the requirements for admissions to the alternative teacher certification program. Because Lone Star College-Montgomery Alternative Teacher Certification Program is a part of the continuing education program at Lone Star College-Montgomery, admission into the program is limited to individuals who already possess a bachelor's degree or higher. Applicants must submit the following: an application; three letters of reference; a handwritten essay; a current resume. In addition, the applicant must submit evidence of English language proficiency by providing one of the following: a degree from an English-speaking institution or a passing score on an approved English language assessment (TOEFL or Compass ESL). The applicant must also demonstrate oral language proficiency if they are seeking bilingual certification. An official college transcript in a sealed envelope that shows a grade point average of two point five (2.5) overall and two point seven five (2.75) in the last 60 hours with required credits in college level coursework that is specifically stated or utilize the Pre-Admission Content Test (PACT) route to certification must be provided. Basic skills with passing scores are demonstrated in one of six ways: Texas Higher Education Assessment (THEA), Accuplacer, Compass, SAT, ACT or GRE. All candidates' files reviewed, both in paper format and electronically via the Access database, met the requirements of TAC §227.10(c); TAC §227.10(C); TAC §227.10(4). There were no candidate files that were reviewed that required oral communication skills to be verified. [TAC §227.10(5)]

While there was sufficient evidence that the program documents either twelve or twenty-four semester hours in subject specific coursework, it was noted that this documentation was recorded on notes attached to each candidate's transcript. It is recommended that a consistent manner for documenting the semester hour requirement in subject-specific coursework be developed and used by program staff. [TAC §227.10(C)]

All applicant files reviewed by the TEA program specialists contained an application that was signed and dated per TAC§227.10(6). The "Alternative Certification Program Interview" instrument was utilized to determine each candidate's appropriateness for the certification sought. [TAC §227.10(6)] The interview instrument evaluated the applicants' oral responses in six areas on a continuum from one to five (1-5). Each applicant's file contained more than one evaluation instrument with comments noted by multiple evaluators.

Prior to the visit, TEA program specialists conducted a review of the program's website to ensure that admission criteria were published. During the document review, a copy of admissions criteria as published on the website was provided. Sufficient evidence exists that all academic criteria for admission are published on the website. [TAC §227.10(7)]

One applicant file was reviewed that required transcript credential evaluation per TAC §227.10(7)(e). The candidate's transcript was evaluated by Global Credential Evaluators (GCE) West, LLC. One applicant file was reviewed where the applicant had a grade point average below 2.5. It was noted in the self-report that eighty-seven (87) applicants were admitted into the program last year and five or fewer were admitted under the 10% rule. That particular exception to the minimum GPA rule met the requirements outlined in TAC §227.10(3)(b).

Based on the evidence presented above, Lone Star College-Montgomery Alternative Teacher Certification Program is in compliance with Texas Administrative Code (TAC) §228.10 - ADMISSION CRITERIA.

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

Findings:

There are five (5) course instructors for the Lone Star College-Montgomery Alternative Teacher Certification Program. The self-report explained the criteria that the program uses to ensure that all course instructors have the necessary knowledge and skills to deliver a rigorous curriculum. Included in the criteria are the following: an advanced degree; a Texas teaching certificate in the corresponding content and grade level; and more than five (5) years experience teaching content at specific grade level in a public or private school. Evidence of the criteria was verified in a review of the instructors' resumes during the document review.

The sequence of courses for candidates in the Lone Star College-Montgomery Alternative Teacher Certification Program was provided. A candidate must complete the Pedagogy and Professional Responsibilities (PPR) course and pass the required TExES exam. The PPR coursework totals one hundred eight (108) clock hours. In addition the candidate must take and pass two courses which include: the "Generalist" course, "Creating Successful Classrooms", and "Components of Special Education" for an additional forty-eight (48) clock hours. The candidate must also pass the appropriate content exam. In addition, there was a separate Test Preparation/Review course that totals seven (7) clock-hours. A candidate then has the option of completing a one hundred eighty (180) day internship which requires the completion of two courses (Support for Internship I and II) for a total of thirty-two clock hours or completing a twelve (12) week clinical teaching experience which requires the completion of two courses (Support for Internship I course and Support for Clinical Teaching). The Support for Clinical Teaching course has an online component whereby a candidate earns twenty-four clock hours.

A syllabi review was conducted for each of the courses. Each syllabus contained the name of the course; a course description; learning outcomes; meeting times and locations; instructor name and contact information including email/telephone contact information; required textbooks; activities and assignments; and grading policies. This was also verified in the clinical teacher/intern questionnaires. One hundred percent (100%) of the respondents reported that they received a complete and clear syllabus for each course or training module that included the information listed above.

The curricular focus of the compliance audit was the Generalist 4-8 curriculum. TEA program specialists reviewed that curriculum beginning with the Curriculum Alignment Chart which was provided in the document review. The chart indicated alignment to the English Language Arts and Reading, Math, Science, and Social Studies standards. However, upon further review of the curriculum, there was no evidence that the educator standards are the curricular basis for the course per TAC §228.30(a). Program specialists conducted a page-by-page, side-by-side review of the curriculum to the Generalist 4-8 standards, and requested to speak with the

course instructor in order to gain an understanding of the structure of the curriculum and its alignment to the standards. In conversations with the course instructor, the Senior Program Manager for the Lone Star College System, and the Lone Star College-Montgomery Program Coordinator, it was determined that the five components of reading instruction were covered in the Generalist 4-8 coursework. It was also determined that science instruction utilized project-based learning which included selection of seven (7) Texas Essential Knowledge and Skills (TEKS) of a candidate's choice to prepare activities to design a solution for an oil spill. It was also determined that social studies instruction was also project-based and included questioning patterns. The Generalist 4-8 course instructor stated that "...one class session was spent on Social Studies" instruction. The class session consisted of four (4) hours. She also stated that the framework for the course was based on classroom management, the use of Bloom's Taxonomy, and the differentiated instruction work of Carol Tomlinson, Ed.D. among others. Updated curriculum alignment charts and an updated curriculum were provided by the Lone Star College System Senior Program Manager prior to the end of the visit. It was unclear to the TEA program specialists if the curriculum was aligned within a few hours and it was stated by the TEA program specialists that curriculum alignment was a process that could take a year to complete. It was recommended that the program staff ensure that the educator standards are the curricular basis for all educator preparation per TAC §228.30(a), specifically the Generalist 4-8 curriculum.

There was no evidence that the TEKS are addressed in the Generalist 4-8 curriculum. A document entitled, "Grades 4-8 Texas Essential Knowledge and Skills for ELAR/Math/Science/Social Studies" listed the TEKS alignment for each of the twelve (12) weeks of the Generalist 4-8 course. However upon review of the curriculum, it was not evident that the relevant TEKS for the Generalist 4-8 certificate were addressed per TAC §228.30(a).

The curriculum correlations chart that was provided in the document review indicated that the seventeen (17) curriculum topics are covered in and aligned to the PPR ATCPC 7000062 course which is delivered in a hybrid format. It was noted that the content and quizzes/tests are delivered in a face-to-face format, while the online portion of the curriculum included structured reading assignments with opportunities for online discussions. The online portion of the course is limited to three hours per week. Required textbooks include *Becoming an EC-4 Teacher in Texas* or *Becoming a Middle School or High School Teacher in Texas* and *The First Days of School* by Harry K. Wong (2001). The course grade of "S" or "N" is determined by a point system: 50 points for attendance; 75 points for required written assignments which include: A philosophy of education; a classroom management plan; a weekly lesson plan; seven essays based on observations from field studies; and a completed review study guide on all competencies covered in the course. Required oral presentations on professional readings, which are located online, and law in education account for 30 points. A completed portfolio accounts for 50 points and two practice tests account for 20 points. A candidate must obtain at least 100 out of 225 points to earn a passing "S".

Mentor/cooperating teachers and teaching candidates reported in their questionnaires similar results ranging from ninety-two percent (92%) to one hundred percent (100%) that the candidates were prepared in the following seventeen (17) curriculum topics: Texas Educator Code of Ethics; child and adolescent development; theories of how people learn; TEKS organization/structure/skills; utilizing TEKS in the content areas; how to develop a lesson; and

laws and standards regarding students with special needs. Teaching candidates reported with results ranging from fourteen percent (14%) to twenty-seven percent (27%) that instruction in the following areas needed strengthening: Teacher responsibility for TAKS; reading strategies across the curriculum for all grade levels; standards and teaching strategies for students with limited English proficiency; and instructional technology in the classroom. Cooperating teachers reported with results at twenty-five percent (25%) that teaching candidates were not prepared in the following areas: standards and teaching strategies for students designated as gifted and talented and limited-English proficient; using instructional technology in the classroom; and standards and teaching strategies for students in the areas of reading, English-language learners, and special education. Sufficient evidence exists that each certificate area offered covers all seventeen (17) topics adequately per TAC §228.30(b).

It is recommended that the program staff conduct an extensive curriculum review to develop and improve the alignment between all of the modules and the subject-specific educator standards related to each of the program's approved certification fields. Conducting a comprehensive curriculum review will ensure that the curriculum aligns with TEA-approved educator standards and meets the needs of all candidates. Program instructors need to be involved in the review, but it may be desirable to seek outside assistance from a curriculum specialist with expertise in aligning curriculum with standards. Instructors should understand the standards, the specific curriculum units or lessons that address them, and effective methods for teaching and assessing those lessons. To adequately prepare Generalist 4-8 teacher candidates, it is recommended that a curriculum analysis be conducted to develop and align the course objectives, instructional activities, and assessments to the topics and substance (i.e., depth of knowledge) of the required TEA educator standards that candidates are to achieve.

Based on the evidence presented above, Lone Star College-Montgomery Alternative Teacher Certification Program is not in compliance with Texas Administrative Code (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:

Each candidate in the Lone Star College-Montgomery Alternative Teacher Certification Program has an "Alternative Teacher Certification Program Education Plan" in his/her file which allows program staff to keep track of the total number of hours required for completion of the program. The total number of clock hours required of candidates receiving alternative certification via the internship route is three hundred nine (309) and the total number of clock hours required of candidates seeking alternative certification via the clinical teaching route is three hundred nineteen (319). This was verified in the program hours chart provided by the program. This was also verified in a review of candidates' files. The number of hours required for certification in the program exceeds the minimum of three hundred (300) clock hours as required per TAC §228.35(a)(3).

Candidates in the program are required to complete thirty (30) clock hours of field-based observations prior to clinical teaching or internship. This was documented in candidates' files on a "Lone Star College-Montgomery Teacher Certification Program Field Experience Log" that included the following: date; time in; time out; name of school; name and phone number of the teacher observed; teacher signature; and hours. The documentation provided also included focused field-based experiences. The thirty (30) clock hours of field-based experiences prior to clinical teaching/internship was also verified by the candidates' responses to their questionnaire. Candidates reported the following: seventy-eight point six percent (78.6%) completed a minimum of thirty (30) clock hours of field-based observations prior to clinical teaching/internship and twenty-one point four percent (21.4%) completed more than thirty (30) clock hours of field-based experiences. One hundred percent (100%) of candidates reported that they observed students in public or private schools. Additionally, seventy-nine percent (79%) of candidates reported that they did not view videos or other electronic media utilizing actual classrooms with students as a part of their thirty (30) hours of field based experiences and twenty-one percent (21%) reported that they either did view videos or they did not know if they viewed videos as a part of their field-based observations. It is recommended that the program staff clearly delineate for candidates whether video being utilized is a part of field-based experience observations or not. As a result of the documentation provided and information reported by candidates, the field-based experiences meet the requirements of TAC §228.35(d)(1).

Prior to clinical teaching or internship, candidates participate in one hundred eight (108) clock hours of coursework and training in addition to the (30) thirty hours of observations for a total of one hundred thirty-eight (138) hours. The coursework focuses on Pedagogy and Professional Responsibility EC-12. This was verified in the program hours chart provided during the document review, in candidates' files, and in candidates' responses to their questionnaire. Sixty-four percent (64%) of clinical teacher/intern respondents reported that they had received about one hundred-ten hours of coursework and training prior to beginning clinical teaching or internship and thirty-six percent (36%) reported that they had received more than one hundred ten (110) hours of coursework and training prior to clinical teaching or internship. The training hours exceeded the requirements specified in TAC §228.35(a)(3)(B).

Candidates are now required to complete a seven point five (7.5) clock hour course to meet the requirements of TAC §228.35(a)(3)(C). Candidates participate in T-Cert for explicit test preparation that is not embedded in other curriculum. This course was implemented at the Lone Star College-Montgomery Alternative Teacher Certification Program as a result of another compliance audit within the Lone Star College System.

Evidence that coursework and training is completed prior to completion of the program and prior to issuance of the standard certificate for candidates was located in candidates' files. The "Alternative Teacher Certification Program Education Plan" located in candidates' files contained dates that each of the required courses were completed, the semester in which the course was taken, and the grade that the candidate received for the course. There was also a place to document that requirements for the internship or clinical teaching were met. In addition, there was a place to document the date that the candidate had taken and passed the appropriate TExES exam. Finally, notes were added by program staff for any communication regarding advising. Sufficient evidence exists that all coursework and training is completed prior

to educator preparation program completion and issuance of a standard certificate per TAC §228.35(a)(4).

Per the self-report, candidates are allowed to complete fifty (50) clock hours of coursework and training as provided by a school district per TAC §228.35(a)(5). One hundred percent (100%) of candidates reported in their questionnaire that Lone Star College-Montgomery requires documentation of professional development provided by their school or district. Documentation of these hours was verified by TEA program specialists in the Access database and in candidates' paper files. In addition, two files were randomly selected to verify that the training the candidates received correlated to the certification field for which the candidates were being recommended. Clock hours of coursework and training provided by a school or district meet the requirements specified in TAC §228.35(a)(5).

Lone Star College-Montgomery Alternative Teacher Certification Program provides clinical teaching and internship that matches the certification field for which the candidate is seeking certification. This was documented in candidates' files as the grade level and subject (content area) on the "Alternative Teacher Certification Program Education Plan". It was also documented and verified in the Access database for two candidates. Sufficient evidence exists that the teaching practicum fulfills the requirement per TAC §228.35(d)(2).

Mentor and cooperating teachers who work with candidates within the Lone Star College-Montgomery Alternative Teacher Certification Program are trained by each school district where the candidates are placed. This is verified by the Program Coordinator at Lone Star College-Montgomery. Mentor teachers are required to sign a mentor agreement form for the interns for whom they are responsible after they have completed a training provided by the Lone Star College-Montgomery educator preparation program. The Lone Star College-Montgomery mentor/cooperating teacher training is online and Texas Beginning Educator Support System (TxBESS) based. The mentor agreement form, which is signed and dated by the mentor teacher, is an acknowledgement that the mentor teacher has received the mentor handbook and agrees to follow the guidelines listed in the handbook. Cooperating teacher training is provided from school districts via a Mentor Orientation Workshop (MOW) Training that was developed by faculty at Sam Houston State University. This training was conducted on August 2, 2010, for Conroe, Willis, Magnolia, and Spring ISD's. The model used is TxBESS based and documentation was located in candidate's file. Mentor teachers reported the following in their questionnaire when asked to report each type of training received: seventy-five percent (75%) received training from a handbook/manual; fifty percent (50%) received training from their school or district; eight percent (8%) received an orientation from the educator preparation program; eight percent (8%) received training via a master's degree in administration and supervision; and twenty-five percent (25%) reported that they had not received training. The TEA program specialists requested documentation in the form of sign-in sheets that mentor/cooperating teachers had received training. The Lone Star College-Montgomery Program Coordinator provided email documentation from the director of one school district stating that mentor/cooperating teachers from four school districts working with candidates from Lone Star College-Montgomery had been trained via MOW. Training locations, districts utilizing the training, and mentors trained was provided to TEA program specialists. Additionally, sign-in sheets that were provided for review as documentation of trainings had participants' names blocked out. Although mentor and cooperating teacher training is provided and a signed mentor

agreement is placed in each candidate's file, based on the evidence provided it was unclear who actually attended the mentor/cooperating teacher training. It was recommended that Lone Star College-Montgomery Alternative Teacher Certification Program staff collect and maintain an accurate record of the yearly training dates for mentor/cooperating teachers specifically working with the Lone Star College-Montgomery Alternative Teacher Certification Program. It is also recommended that Lone Star College-Montgomery staff provide training with documentation, such as sign-in sheets or certificates, that shows that mentor/cooperating teachers have received training as prescribed by TAC §228.35(e).

There are three field supervisors responsible for the interns and cooperating teachers within the Lone Star College-Montgomery Alternative Teacher Certification Program. Currently there are twenty-seven (27) interns/clinical teachers in the program. It was reported in the self-report that field supervisors have the following qualifications: they are experienced professional educators currently certified in Texas; former principals/administrators currently certified in Texas; current faculty/instructors at Lone Star College-Montgomery; and have a minimum of five years of teaching/administrative experience. This was verified in the questionnaires and in the syllabi provided during the document review. One hundred percent (100%) of field supervisors reported in their questionnaire that they held an advanced degree, Texas teacher certification, and had more than five years of teaching experience. Fifty percent (50%) of the respondents reported that they held a Texas administrator certification, that they had been a principal/ superintendent, and that they were a faculty member/instructor at Lone Star College-Montgomery. Sufficient evidence exists that an appropriate field supervisor is assigned to candidates per TAC §228.35(f).

As a result of a TEA compliance audit to another educator preparation program within the Lone Star College system, field supervisor training was provided to all field supervisors within in the system on February 9, 10, and 24, 2011. The three field supervisors from Lone Star College-Montgomery attended training on February 9th and 10th, 2011. Documentation of that training is maintained by the Senior Program Manager of the Lone Star College-System. While sufficient evidence exists that field supervisors have been trained per TAC §228.35(f), it is recommended that the practice of yearly system-wide training be continued for all educator preparation programs within the Lone Star College system.

It was reported in the self-report that initial contact between the field supervisor and candidates is documented in contact logs, signed observation form by field supervisor, and an email introduction to mentors/principals/administrators. Evidence that initial contact between the field supervisor and the candidate occurs within the first three weeks of assignment was documented in the Access database and was specifically checked off as being conducted by one of three methods: email contact; a phone call; or direct contact. One hundred percent (100%) of field supervisors and candidates verified in their questionnaires that the first contact between the field supervisor and candidate occurred within the first three weeks of the semester. Sufficient evidence exists that the initial contact occurs within the first three weeks of assignment per TAC§228.35(f).

Per the self report, the program requires a minimum of three observations during a candidate's practicum. The field supervisor questionnaire revealed that one hundred percent (100%) have observed the candidates teaching in the classroom more than three times, that the first observation occurred within the first six weeks of the semester, and that a copy of the written

feedback from the observations was provided to the candidates which included an explanation for ways to improve their teaching performance. Intern/clinical teacher questionnaire results revealed that one hundred percent (100%) had been observed by their field supervisor within the first six weeks of assignment and that they were provided with written feedback of the observation that included suggestions for how to improve their teaching. It was also reported in the self-report that the observations conducted by the field supervisor were forty-five (45) minutes in duration. Fifty percent (50%) of field supervisors reported in their questionnaire that the observations are about forty-five (45) minutes and fifty percent (50%) reported that observations were more than forty-five (45) minutes in duration. Seventy-one percent (71%) of clinical teacher/interns reported in their questionnaire that they had been observed for more than forty-five (45) minutes and twenty-nine percent (29%) reported that they had been observed for about forty-five (45) minutes. The observations, including the duration, were documented for current candidates on the "Site Visit Log". Start and end times are specifically documented on the log. This document was created as a result of an earlier TEA compliance audit conducted at another educator preparation program within the Lone Star College system. It was reported in the self-report that the campus principal receives a copy of the written feedback provided to the candidate. One hundred percent (100%) of principals reported in their questionnaire that they received a copy of the written feedback that the field supervisor had provided to the candidate. Observations were verified in candidates' files and meet the requirements of TAC §228.35(f)(1-5).

Based on the evidence presented above, Lone Star College-Montgomery Alternative Teacher Certification Program is not in compliance with Texas Administrative Code (TAC) §228.35 – PREPARATION 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:

Lone Star College-Montgomery staff reported in the self-report that course assessments, tests, and one-on-one conferences with candidates were used as benchmarks and structured assessments to monitor candidates' progress throughout the program. - A "Mid-Internship Progress" document was located in candidates' files during the folder review. In conversations with the Program Coordinator, it was noted that this document, signed by the field supervisor and mentor, was a mechanism to indicate intent to certify and to state areas of concern to be addressed by the program. Other documentation that was provided by the program as evidence of benchmarks and structured assessments included the following: "Certification Plan for Bilingual Generalist EC-6 and 4-8"; "All Other High Demand"; and "Clinical Teaching". While these documents were provided by the Lone Star College-Montgomery Program Coordinator as evidence of compliance with TAC §228.40(a), it was unclear that a set of benchmarks and structured assessment criteria were developed and consistently implemented. It is recommended that the Lone Star College-Montgomery staff develop and implement a set of

benchmarks and structured assessment criteria that illustrates how candidates' progress will be monitored to ensure compliance with TAC §228.40(a).

In a review of syllabi, it was found that within courses candidates are required to complete various assignments, respond to questions, complete reading assignments, and take quizzes/tests. Final grades are determined by participation, major presentations, research papers, and class group activities with due dates attached to course requirements. Grades assigned for courses are all based on a pass/fail standard and candidates receive Continuing Education Units (CEU's) for coursework completed.

Lone Star College-Montgomery staff determines the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities by providing a test preparation course, including professional ethics and standards. It was specifically noted by TEA program specialists that Lone Star College-Montgomery is utilizing the updated Code of Ethics (TAC §247.2) when working with candidates. Evidence that a seven hour stand alone test preparation course that is offered to all candidates in the program prior to testing was found in a copy of the Course Schedule and in review of the syllabus for the course. The test preparation course was being offered to all current candidates on Saturday, May 21, 2011. Upon successful completion of the course, candidates will receive a certificate of completion. Candidates were not previously offered access to a stand-alone course to prepare them for certification assessment. As a result, there was no documentation of certificates. TEA program specialists were satisfied that the documentation provided was adequate and meets the requirements of TAC §228.40(b).

Candidates are granted test approval only one time. If they do not pass the TExES exam on that attempt, then additional support is provided before approving them to test again. Test approval for the Pedagogy and Professional Responsibilities (PPR) exam was verified by TEA program specialists prior to the visit by reviewing the testing record of candidates for completion years 2008-2010. The data is located in the Pedagogy and Professional Responsibilities (PPR) Testing Record of Candidates for 2008-2010 completion years and noted in the table below. Sufficient evidence exists that the program meets the requirements of TAC §228.40(b).

Curriculum evaluation was documented in the self-report as occurring more than once every twelve months. It was also documented in the self-report that the following individuals participate in curriculum evaluation: the program director; faculty/instructors; advisory committee members; and teaching candidates. While one hundred percent (100%) of the advisory committee respondents reported in their questionnaire that they participate in major policy decisions affecting the educator preparation program, only forty-three percent (43%) of the respondents reported that they participated in designing or revising the educator preparation program's curriculum. Although curriculum evaluation was documented in advisory committee minutes, a review of the Generalist 4-8 curriculum found that it was not aligned to the standards. During the document review, TEA program specialists reviewed the following evidence: copies of course evaluations; survey questions, such as "What improvements would you like to see in the course?" and "Suggestions for future courses". It was unclear whether or not the data was compiled and reported out to stakeholders. TEA program specialists reported to the program staff in closed session and the advisory committee at the closing session that while the pass rates were excellent and it appeared that the curriculum was being evaluated in actuality, the curriculum evaluation was superficial. TEA program specialists 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 per TAC §228.40(c). It is also recommended that the program begin a comprehensive evaluation of all curricula within the Lone Star College-Montgomery teacher preparation program to ensure alignment with the educator standards.

It was reported in the self-report that candidates' records are securely stored electronically and in paper format for five years. During the visit, TEA program specialists verified that paper copies of candidate files are stored in locked file cabinets in a locked room and kept electronically in the Access database. Current year candidate files are kept in the program coordinator's office in a locked file cabinet. Retention of documents meets the requirements of TAC §228.40(d).

Based on the evidence presented above, Lone Star College-Montgomery Alternative Teacher Certification Program is not in compliance with Texas Administrative Code (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:	99%	99%	100%
Demographics	NA	NA	NA
Certification Areas At Risk	NA	NA	NA
Physical Science 8-12	NA	0%	NA
Bilingual Generalist-Spanish EC-4	50%	NA	NA
Pedagogy and Professional Responsibilities EC-4	75%	NA	NA

**Testing Record of Candidates
2008-2010
% passing PPR EC-12 on the 1st attempt**

Year	# Tested	# Passed	PPR
2007-2008	28	25	89%
2008-2009	33	31	94%
2009-2010	36	33	92%

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 Progress Report will be required. A Compliance Plan of Action will be required.

TAC §228.30 Curriculum

- Ensure that the educator standards are the curricular basis for all educator preparation per TAC §228.30(a), specifically the Generalist 4-8 curriculum; and
- Ensure that the TEKS are addressed in the Generalist 4-8 curriculum area per TAC §228.30(a), which was the focus of the visit. A document entitled Grades 4-8 Texas Essential Knowledge and Skills for ELAR/Math/Science/Social Studies listed the TEKS alignment for each of the 12 weeks for the Generalist 4-8 course, however upon review of the curriculum it was not evident that the TEKS were systematically addressed.

TAC §228.35 Program Delivery and On-going Support

- Provide training with documentation (such as sign-in sheets or certificates) that shows that mentors/cooperating teachers have received trainings as prescribed in TAC §228.35(e)

TAC §228.40 Program Evaluation

- Develop and implement a set of benchmarks and structured assessment criteria that illustrates how candidates' progress throughout the program will be monitored per TAC §228.40(a); and
- Provide a systematic method 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 per TAC §228.40(c).

GENERAL RECOMMENDATIONS: No progress report is necessary.

- Expand the depth of the advisory committee representation to include more members who represent business and community interests;
- Ensure that new advisory committee members who have recently been added understand their roles and responsibilities;
- Ensure that the advisory committee has an opportunity to actively participate in the design and revision of the program's curriculum;
- Develop and utilize a rubric to evaluate written communication skills to ensure equity and transparency in evaluating those skills;
- Provide a consistent manner for documenting the minimum of twelve (12) semester credit hours in the subject-specific content area for which the certification is sought since few candidates are admitted utilizing the Pre-Admissions Content Test (PACT) route to certification and to ensure that hours correlate specifically to content area for which the candidate is seeking certification;
- Clearly delineate for candidates whether video being utilized is a part of field-based experience observations or not;
- Collect and maintain an accurate record of the yearly training dates for cooperating/mentor teachers specifically working with candidates in the Lone Star College-Montgomery Alternative Teacher Certification Program;
- Continue the practice of yearly system-wide training for all cooperating teachers and field supervisors within the Lone Star College system; and
- Begin a comprehensive evaluation of all curricula within the Lone Star College-Montgomery teacher preparation program to ensure alignment with the educator standards.