



Compliance Report 2012-2013 Region 5 Education Service Center 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 Texas Education Agency (TEA) staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per TAC §228.1(c), "All educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The Texas Education Agency administers Texas Administrative Code required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at www.tea.state.tx.us for details.

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County/District Number: 181-950

SBEC Approval Date: July 2007

Program Specialists, Mixon Henry and Scott Lewis, conducted a Texas Education Agency Compliance Audit of Region 5 Education Service Center (ESC) alternative certification program, otherwise known as Region 5 ESC Teacher Certification Program (TCP) located at 350 Pine Street, Suite 500, Beaumont, Texas, 77701 on February 12 – 14, 2013. The focus of the compliance audit was the initial teacher certification program and the Generalist EC-6 certificate. The following are findings and recommendations for program improvement.

SCOPE OF THE COMPLIANCE AUDIT:

The scope of this audit was restricted solely to verifying compliance with Texas Administrative Code (TAC) §227, §228, §229, and §230.

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various quantitative and qualitative methodologies. A self-report was submitted to the Texas Education Agency on January 29, 2013. An on-site review of documents, student records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Region 5 ESC alternative certification program stakeholders. Out of three hundred twenty (320) questionnaires sent to stakeholders, a total of eighty-one (81) responses or 40% were received as follows: Nine (9) out of seventeen (17) advisory committee members (53%); thirty-eight (38)

out of one hundred sixty-four (164) educator candidates (23%); two (2) out of five (5) field supervisors (40%); nineteen (19) out of seventy-two (72) campus principals(26%); and thirteen (13) out of sixty-two (62) cooperating teachers (21%). Quantitative and qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric aligned to Texas Administrative Code.

Opening and Closing Session:

The opening session on February 12, 2013, was attended by seven (7) people in support of Region 5 Education Service Center. The noted members of the ESC Region 5 program present included:

- Ms. Melinda Barnett, Director of Teacher Certification Program, Region 5 ESC ; and
- Ms. Cindy Fussell, Director of Special Education, Region 5 ESC.

The closing session on February 14, 2013, was attended by six (6) people. They included Mr. Danny Lovett, Executive Director of Region 5 ESC and Ms. Melinda Barnett, Director of Teacher Certification Program, Region 5 ESC.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20

FINDINGS:

Program support was indicated by the governing body of Region 5 Education Service Center per TAC §228.20(c) as evidenced by the participation and cooperation of Melinda Barnett and Ramona Johnson in all steps and stages of the compliance audit.

According to the self-report and evidence found during the audit, the advisory committee met four times during the 2011-2012-2013 academic years but did not specifically target the required timeframe of September 1 through August 31. An additional meeting is scheduled for June, 2013. Meeting timeframes were discussed during the audit, and for programmatic reasons, the meeting dates were determined by school schedules; i.e. summer and first of the year (prior to TAKS and STAAR testing). Membership of the Region 5 Education Service Center's advisory committee consisted of fifteen (15) members. Eight (8) members represented public/private schools, one (1) member represented higher education, five (5) members represented the education service center (Region 5 ESC), and one (1) member represented community/business interests. The Region 5 Education Service Center TCP met TAC §228.20(b) requirements for advisory committee composition.

Following are historical dates of each advisory committee meeting, including topics covered.

February 12, 2013: (Sign-in sheets and agendas available)

- Historical information on program
- Strengths and obstacles of program
- Program's work in progress

July 18, 2012 (sign-in sheets, agendas, PowerPoint, and minutes available)

- Policy issues, specifically appeals process for candidates
- Lamar State College at Orange's teacher preparation program closure and acceptance of transfer candidates
- Admission requirements (possibly expanding basic skills testing beyond the THEA)
- Pass rate of candidates
- Mentors and campus administrators' program evaluation
- Results of the ESC Consortium (Stetson and Associates) surveys and overall evaluation

January 17, 2012 (Sign-in sheets, agendas, PowerPoint, and minutes available)

- Policy input about field experiences
- Reduction of observations from 5 to 3
- Pass rate of current candidates

June 29, 2011 (Sign-in sheets, minutes, and agendas available)

- Employment issues of candidates
- Departure of program director
- Pass rate of 2010 cohort
- Advisory Committee discussion of cohort size
- Educator Standards for Generalist EC-6
- Discussion of fingerprinting, certification fields, and Science 8-12 and Social Studies 8-12
- Transition to Teaching Grant
- Clinical Teaching as a practicum
- Dyslexia training

September 10, 2010 (Invitations, sign-in sheets and agendas available)

- TEA webinar of Advisory Committee training
- Discussion of technology curriculum and training
- Certification process for candidates
- Summer Institute
- Recruitment of candidates

January 21, 2010 (Sign-in sheets, agenda, and PowerPoint available)

- Discussion of Generalist EC-6 and Technology curriculum
- Summer Institute
- Online curriculum
- Face-to-face additional instruction.

The program met the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

In discussions with the director and program staff and reviewing the timeframe for meeting dates, Region 5 ESC is in the process of addressing the requirement to meet twice per academic year during the specific timeframe (September 1-August 31 of any given year) required by TAC rule as prescribed in TAC §228.20(b).

In review of the minutes and in light of the advisory committee training provided, all members indicated that they were aware of their roles to assist in the design, delivery, evaluation, and major policy decisions of the program [TAC 228.20(b)]. Past agendas and minutes also reflected evidence of advisory committee review of on-going and relevant field-based experiences as specified in TAC §228.35(d).

Based on the evidence presented, Region 5 Education Service Center TCP is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

FINDINGS:

According to the self-report submitted by Region 5 Education Service Center TCP staff, to be admitted into the teacher preparation program, a candidate must have:

- completed a bachelors' degree from a regionally accredited university [TAC §227.10(a)(2)];
- achieved a GPA of 2.50 (overall or 2.75 in the last 60 hours) [TAC §227.10(a)(3)(A)];
- completed a minimum of twelve (12) semester credit hours in a content field [TAC §227.10(a)(3)(C)];
- demonstrated basic skills proficiency with THEA, TASP, or course work noted in Texas Success Initiative [TAC §227.10(a)(4)];
- demonstrated adequate oral communication skills; TOEFL [TAC §227.10(a)(5) and §230.11].
- submitted an application [TAC §227.10(a)(6)];
- completed an interview or other screening instrument to determine the candidate's appropriateness for the certification sought [TAC §227.10(a)(6)]; and
- met any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(a)(7)].

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of a minimum score (26 Oral) on the computer-based Test of English as a Foreign Language (TOEFL). In addition, the applicant must have his/her transcripts from an out-of-country non-English speaking university evaluated by an approved transcript evaluation service [TAC §227.10(a)(5)]. According to the self-report, the program required the Test of English as a Foreign Language (TOEFL), a Bachelor's degree from an accredited U.S. institution, or a minimum of a Bachelor's degree from out-of-country English speaking university. It was noted that no out-of-country candidates have been admitted to the program but policies are in place if the need arises.

In the sixteen (16) candidates' records reviewed, it was noted that all were admitted with a grade point average ranging from 2.3 to 3.9 [TAC §227.10(a)(3)(A)]. When the GPA is below

the required 2.5, ten percent (10%) of the cohort is allowed admission with proper documentation. No letter or document was found in the candidates' records noting extraordinary circumstances, thus TAC §227.10(a)(3)(b) was not met.

Transcripts found in the sixteen (16) records confirmed a minimum of 12 semester credit hours in the subject-specific content area for which certification was sought. Region 5 Education Service Center TCP met the requirements of TAC §227.10(a)(3)(C).

Mastery of basic skills per TAC §227.10(a)(4) was verified in all sixteen (16) candidates' records. The official transcripts recorded SAT, ACT, GRE, Compass, Accuplacer, or THEA scores or indicated that candidates were admitted using the Texas Success Initiative exemptions. The program met the requirement of TAC 227.10(a)(4).

Applicants are required to take the Nelsen-Denny Vocabulary/Reading Comprehension Test, that serves as an "other screening instrument" [TAC §227.10(a)(6)]. Additionally, an admission interview, consisting of 20 questions and scored with a rubric, is used in the face-to-face interview of potential candidates. It was discussed that interviews could assist in evaluating the English language proficiency of applicants. If language is a potential factor in test success, the language issue should be identified early in the program and remediated or the candidate's admission should be denied. Final requirements include three references and a successful background check [TAC 227.10(a)(7)].

The self-report stated that information about the program and its admission requirements were available on the Region 5 ESC TCP website and in brochures. In summary, it was confirmed that the admission information provided to potential applicants was aligned with the documentation found in candidates' records [TAC 227.10(a)(7)].

Based on the evidence presented, Region 5 Education Service Center TCP is not in compliance with TAC §227.10 - Admission Criteria.

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

FINDINGS:

Region 5 Education Service Center TCP is approved to offer teacher certification in twenty (20) certification fields, two (2) supplemental fields, and one (1) professional certification class. For the purpose of this compliance audit, the Generalist EC-6 certificate was selected for an in-depth review.

According to the self-report, qualifications necessary to be selected as a course instructor included a bachelor's or master's degree and teacher certification in the state of Texas. In reviewing twenty-four (24) instructors' vitas, twenty (20) had master's degrees or higher, with the other four (4) holding bachelor's degrees. Twenty-two (22) had Texas teaching certificates.

In reviewing the Generalist EC-6 curriculum, it was verified that the educator standards were not the curricular basis for instruction as required by TAC §228.30(a). The alignment charts submitted by the program served as the basis for reviewing the syllabi provided by the program. The Generalist EC-6 curriculum is purchased from another program. The syllabi did not reflect the educator standards in art, music, and theater. The fine arts standards could not be verified at the time of the audit. In reviewing all other required content areas of the Generalist EC-6 certificate, standards were addressed and verified in modules and alignment charts.

Syllabi and alignment charts for the Generalist EC-6 curriculum addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). In formal discussion with instructors regarding where the TEKS were addressed, it was verified that the program met the requirements of TAC §228.30(a).

Verification of the seventeen (17) subject matter topics required by TAC §228.30(b) yielded the following results:

- Evidence of instruction in reading for the Generalist EC-6 certificate per TAC §228.30(b)(1) was provided in the Generalist EC-6 online curriculum, Social Studies training (face-to-face presentation), and Reading and Writing in the Content Areas (face-to-face presentation). These three courses address the five essential components of phonemic awareness, text structure, fluency; vocabulary, and comprehension. It was verified that all candidates, no matter the certification sought, received reading instruction. The program met the requirements of TAC §228.30(b)(1);
- Evidence of instruction child development per TAC §228.30(b)(3) was verified in Theories of Development and Effective Lessons and Student Centered Learning. Two course syllabi and alignment charts verified course content. The program met the requirements of TAC §228.30(b)(3);
- Evidence of instruction in motivation per TAC §228.30(b)(4) was found in six courses: Conflict and Stress Management, Reading and Writing in the Content Areas, Effective Lessons and Student Centered Learning, Fred Jones: Tools for Teaching, Classroom Management, and Motivating Students. The program met the requirements of TAC §228.30(b)(4);
- Evidence of instruction in learning theories per TAC §228.30(b)(5) was found in the alignment charts and verified in the syllabi of two (2) courses: Theories of Development and Effective Lessons and Student Centered Learning. The program met the requirements of TAC §228.30(b)(5);
- Evidence of instruction covering TEKS organization, structure, and skills per TAC §228.30(b)(6) was found in the alignment charts and in the syllabi of two (2) courses: Generalist EC-6 (online curriculum) and Effective Lessons and Student Centered Learners. The program met the requirements of TAC §228.30(b)(6);
- Evidence of instruction of TEKS in the content areas instruction per TAC §228.30(b)(7), was found in alignment charts and in the syllabi of two (2) courses: Generalist EC-6 (online curriculum) and Effective Lessons and Student Centered Learners. The program met the requirements of TAC §228.30(b)(7);
- Evidence of instruction on the state assessment of students per TAC §228.20(b)(8) was found in the alignment charts and in the syllabi of four (4) courses: TEA – STAAR training, Reading and Writing in the Content Areas, Effective Lessons and Student Centered Learners, and Assessments. The program met the requirements of TAC §228.30(b)(8);
- Evidence of instruction in curriculum development per TAC §228.30(b)(9) was found in the alignment charts and in the syllabi of one (1) course: Effective Lessons and Student Centered Learners. The program met the requirements of TAC §228.30(b)(9);

- Evidence of instruction in classroom assessment per TAC §228.30(b)(10) was found in the alignment charts and in the syllabi of three (3) courses: Reading and Writing in the Content Areas, Effective Lessons and Student Centered Learners, and Assessments. The program met the requirements of TAC §228.30(b)(10).
- Evidence of instruction in diagnosing learning needs per TAC §228.30(b)(10) was found in alignment charts and in the syllabi of four (4) courses: Theories of Learning, Differentiated Instruction, Assessments, and Putting Special Education into the Classroom. The program met the requirements of TAC §228.30(b)(10);
- Evidence of instruction in classroom management per TAC 228.30(b)(11) was found in the alignment charts and verified in the syllabi of two (2) courses: Fred Jones: Tools for Teaching and Classroom Management. The program met the requirements of TAC §228.30(b)(11);
- Evidence of instruction in developing a positive learning environment per TAC 228.30(b)(11) was found in the syllabi of two (2) courses: Fred Jones: Tools for Teaching and Classroom Management. The program met the requirements of TAC §228.30(b)(11);
- Evidence of instruction in special populations per TAC §228.30(b)(12), was found in alignment charts and syllabi of four (4) courses: Special Education Training, Diversity Awareness, Differentiated Instruction, and Putting Special Education into the Classroom. The program met the requirements of TAC §228.30(b)(12);
- Evidence of instruction in parent conferencing and communication skills per TAC §228.30(b)(13) was found in both the alignment charts and syllabi of two (2) courses: Parents and Community Relationships and Parent Conferences and Communication. The program met the requirements of TAC §228.30(b)(13);
- Evidence of instruction in instructional technology per TAC §228.30(b)(14) was found in alignment charts and syllabus of one (1) course: Project Share and Technology in the Classroom. The program met the requirements of TAC §228.30(b)(14);
- Evidence of pedagogy and instructional strategies per TAC §228.30(b)(15) was found in the alignment charts and verified in the syllabi of one (1) course: Effective Teaching Strategies. The program met the requirements of TAC §228.30(b)(15);
- Evidence of instruction in differentiated instruction per TAC §228.30(b)(16) was found in alignment charts and in the syllabi of two (2) courses: Differentiated Instruction and Special Education Training. The program met the requirements of TAC §228.30(b)(16); and
- Evidence of 6 hours of certification test preparation per TAC §228.30(b)(17) was documented by attendance sign-in sheets. The program met the requirements of TAC §228.30(b)(17) and TAC §228.35(a)(3).

Responses from the principal questionnaires regarding curriculum preparation of candidates were as follows:

- Knowledge of and use of models and methodologies of classroom management: Yes – 57.1% No – 42.9%
- Knowledge of academic and behavioral needs of students with disabilities: Yes – 85.7% No – 14.3%

- Skill in communicating clear expectations for achievement and behavior: Yes – 78.6% No-21.4%
- Knowledge of and use of technology to support and extend student learning: Yes – 78.6% No – 21.4%
- Collaboration with others: Yes – 85.78% No – 14.3%
- Knowledge of academic and behavioral needs of students with Limited English Proficiency: Yes – 57.1%
No – 42.9%
- Knowledge of and use of formal and informal assessments: Yes – 57.1% No – 42.9%

Responses from mentor or cooperating teachers' questionnaires regarding the candidates' curriculum preparation were as follows:

- Knowledge of and use of reading strategies: Yes – 58.3% No – 41.7%
- Knowledge of the Code of Ethics: Yes – 72.7% No – 27.3%
- Knowledge of child and adolescent development: Yes – 8.33% No – 16.7%
- Knowledge of and use of instructional methods to motivate students: Yes – 100%
- Knowledge of and use of theories of how people learn: Yes – 75% No – 25%
- TEKS: organization, structure, and skills: Yes – 75% No – 25%
- TEKS in the content areas: Yes – 75% No – 25%
- Knowledge of and role in STAAR testing: Yes – 58.3% No – 41.7%
- Skill in developing lessons: Yes – 83.3% No – 16.7%
- Knowledge of curriculum development: Yes – 66.7% No – 33.3%
- Knowledge of and use of classroom assessments: Yes – 66.7% No – 33.3%
- Knowledge of and use of formative assessments: Yes – 50% No – 50%
- Knowledge of and use of models and methodologies of classroom management: Yes – 66.7%
No – 33.3%
- Knowledge of laws and standards for Special Education: Yes – 83.3% No – 16.7%
- Knowledge of and use of standards and teaching strategies for GT students: Yes – 50% No – 50%
- Knowledge of and use of standards and teaching strategies for LEP students: Yes – 66.7% No – 33.3%
- Skill in preparing and conducting parent conferences: Yes – 75% No – 25%
- Knowledge of and use of a variety of instructional methods: Yes – 75% No – 25%
- Knowledge of and use of technology to support and extend student learning: Yes – 100% No – 0%

Responses from clinical teachers or interns in regard to their perception of their curriculum preparation were as follows:

- Knowledge of and use of reading strategies: Yes – 86.5% No – 13.5%
- Knowledge of the Code of Ethics: Yes – 100% No – 0%
- Knowledge of child and adolescent development: Yes – 91.9% No – 8.1%
- Knowledge of and use of instructional methods to motivate students: Yes – 91.9% No – 8.9%
- Knowledge of and use of theories of how people learn: Yes – 89.2% No – 10.8%
- TEKS: organization, structure, and skills: Yes – 91.9% No – 8.1%
- Use of TEKS in the content areas: Yes – 89.2% No – 10.8%
- Knowledge of and role in STAAR testing: Yes – 83.8% No – 16.2%
- Skill in developing lessons: Yes – 81.1% No – 18.9%
- Knowledge of curriculum development: Yes – 77.8% No – 22.2%
- Knowledge of and use of classroom assessments: Yes – 89.2% No – 10.8%
- Knowledge of and use of formative assessments: Yes – 81.1% No – 18.9%
- Knowledge of and use of models and methodologies of classroom management: Yes – 91.9%
No – 8.1 %
- Knowledge of laws and standards for Special Education: Yes – 97.3% No – 2.7%
- Knowledge of and use of standards and teaching strategies for GT students: Yes – 78.4% No – 21.6%
- Knowledge of and use of standards and teaching strategies for LEP students: Yes – 81.1% No – 18.9%
- Skill in preparing and conducting parent conferences: Yes – 75.7% No – 24.3%
- Knowledge of and use of a variety of instructional methods: Yes – 89.2% No – 10.8%
- Knowledge of and use of technology to support and extend student learning: Yes – 91.9% No – 8.1%

The main issue with the Generalist EC-6 coursework is that not all educator standards were present in the art, music, and theater arts curriculum. Thus all coursework was not aligned to educator standards for all candidates seeking the Generalist EC-6 certificate. Additionally, the curriculum that was presented was not consistently assessed for the content knowledge and skills associated with application of that knowledge.

Based on evidence presented, Region 5 Education Service Center TCP is not in compliance with TAC §228.30 – Educator Preparation Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35

FINDINGS:

Currently, Region 5 Education Service Center TCP is delivered in a hybrid format (both online and face-to-face). In reviewing the self-report and in discussions with staff, the training hours

offered by the program totaled 321 clock-hours for the Generalist EC - 6 certificate. Since the program requires either Bilingual Spanish, English as a Second Language, or Special Education in addition to the Generalist EC-6 certificate, the total number of additional hours depends on which supplemental certification field the candidate chooses. The total clock-hours exceeded the minimum requirements set forth in TAC §228.35(a)(3).

Readiness for TExES testing was based on completion of coursework and test preparation sessions that included a representative test [TAC §228.40(b)]. Content and PPR test preparation were provided at the conclusion of workshops which were held during afternoons of the Summer Institute and on the final day of the Institute. The final date of the Summer Institute for this year's cohort was Thursday, July 26, 2012. Original sign-in sheets were evidence of compliance. The program met the requirements for test preparation per TAC §228.35(a)(3) and [TAC §228.40(b)] .

Completion of the required thirty clock-hours of field-based experience was verified by documentation in candidates' records. The field-based experience documentation required the name of school, classroom, subject taught, and reflections by the candidates. Documentation also verified that field-based observations occurred in a variety of educational settings with diverse student populations and included observations, modeling, and demonstration of effective practices to improve student learning. Per TAC §228.35(a)(7), the program may allow candidates to substitute prior ongoing experience and/or professional training for part of the educator preparation requirements. However, previous experience cannot replace internship, student teaching, or clinical teaching. Region 5 ESC TCP allowed for such an accommodation and procedures were detailed in program policy. The clock hour allowance was specific to past experiences as an instructional aide or substitute teacher and counted toward field-based experience only. Field-based experiences were completed as required in TAC §228.35(d).

Eighty (80) clock-hours of coursework prior to clinical teaching/internship were verified through benchmarks and an electronic tracking system. Approximately 128 clock hours of course work is completed with the online Generalist EC-6 curriculum and an additional 100+ clock hours of training took place during the Summer Institute, which occurred prior to clinical teaching or internship assignments [TAC §228.35(a)(3)(B)].

According to the self-report, the program's hours does not include the district training hours toward the required 300 clock hours. Region 5 Education Service Center may accept fifty (50) clock-hours of training provided by a school district and/or campus toward the total number of program hours. This may be considered at a later date. If district training is used in the future, it will be verified with proper district documentation and tracked through the program's electronic data base [TAC §228.35(a)(5)].

Clinical teaching [TAC §228.35(d)(2)(B)] was conducted for a period of thirteen (13) weeks. Thirteen (13) weeks allows the candidates a window of time to complete the practicum, even if extraordinary circumstances take place (illness or family emergencies). That stated, a candidate must complete a minimum of twelve (12) weeks and the actual time continues until the full twelve weeks hour equivalency is met. The requirements were explained in the candidates' handbook. Clinical teaching placement information was found in the current candidates' records. In addition, internship is also offered by Region 5 ESC which consists of serving as teacher of record for one academic year or a minimum of 180 days at a TEA approved school [TAC §228.35(d)(2)(C)]. Information, requirements, and policies for clinical teaching and internship were provided to candidates in their program's handbook.

Evidence was found in the candidates' records of clinical teaching and internship placement, which verified that each took place in actual school settings rather than a distance learning lab or virtual school setting. All clinical teacher and internship placements occurred in local independent school districts or TEA approved schools. The candidates' placements met the requirements of TAC §228.35(d)(2)(C)(ii).

According to TAC §228.35(e), Region 5 ESC TCP is responsible for providing mentors and/or cooperating teachers training that is scientifically-based or verify that training was provided by a school district or education service center. The Region 5 ESC's training curriculum utilized an abridged form of the TxBESS mentor program. Evidence presented verified that the cooperating teachers and/or mentors received training on September 11, 2012, and February 7, 2013. Verification was noted by attendance sign-in sheets, agendas, and cooperating teacher/mentor commitment agreements. If a mentor and/or cooperating teacher does not attend the training, a training handbook is delivered personally and reviewed by the field supervisor. The program met the requirements of TAC §228.35(e).

TAC §228.35(f) states that supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. A total of nine (9) field supervisors were assigned to the candidates within the program. Evidence was available that field supervisors were trained on September 11, 2012. Training consisted of a review of TAC rules, assignment of candidates, timelines for observations, observation requirements, school calendar, campus administrators' receipt of the observation, and submission of observation summaries, and mileage reimbursement. Documentation in the form of meeting dates, agenda, and sign-in sheets were available. The program met the requirements of TAC §228.35(f).

Initial candidate contact by the field supervisor was made within the first three weeks of the candidate's assignment as required by TAC §228.35(f). The field supervisors sent emails or made phone calls for the first contact. Documentation of first contact was found in the candidates' records, field supervisor logs, and in the electronic tracking system for the 2012-2013 cohort.

The three observations [TAC §228.35(f)(4)] conducted during clinical teaching and internship must be at least 45 minutes in duration [TAC §228.35(f)] and the first observation must be conducted within the first six weeks of clinical teaching or internship. The observation forms, signed by the teaching candidate and field supervisor and the field supervisor's contact log provided evidence that the program met the requirements. The observation form reflected the start and stop time of the observation to recorded duration of the observation time.

TAC §228.35(f) requires that the field supervisors document observed instructional practices and provide written feedback through an interactive conference with the candidates. The dated observation forms served as evidence that the field supervisor documented instructional practices and provided an interactive conference following the observation. The program met the requirements of TAC §228.35(f).

ESC Region 5 TCP is required to provide a copy of the written feedback to the candidates' campus administrators [TAC §228.35(f)]. The observation instrument was a multi-copy document and one copy was left with the campus administrator or his/her representative. The program also sent a read receipt email to the campus administrator and that documentation was found in the candidates' folders. The program met the requirements of TAC §228.35(f).

Evidence of additional informal observations and coaching was requested. Emails between program staff, field supervisors, and candidates served as evidence that additional observations and/or coaching occurred. The program met the requirements as specified in TAC §228.35(f).

Based on evidence presented, Region 5 Education Service Center TCP is in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-going Support.

COMPONENT V: Assessment and Evaluation of Candidates for Certification and Program Improvement – Texas Administrative Code (TAC) §228.40

FINDINGS:

Region 5 Education Service Center TCP benchmarks candidates' process throughout the program as prescribed by TAC §228.40(a). Evidence provided included specific benchmarks for each candidate in an electronic tracking system. There are four designated benchmarks which track the progress of the candidate.

Instructional module assessments are limited. Candidates progressed through the curriculum with limited knowledge or skill assessments. Most are assessed with rubrics and corrections are allowed if candidates did not meet standards. However, expectations and standards for quality work were not provided. It was recommended that assessments clearly mark the success of content acquisition and application of the content. The program did not meet the requirements of TAC §228.40(a).

According to TAC §228.40(b), the program shall not grant test approval for the Pedagogy and Professional Responsibilities test until the candidate has met all the requirements for admission to the program and has been fully accepted into the program. The program met the requirements for this indicator.

Evaluation of the program's design and delivery of the curriculum should be continuous per TAC §228.40(c). Information such as candidate exit surveys, test pass rates, and workshop evaluations were collected for evaluation by the program. There was also a report produced by the ESC Consortium that gathered external evaluations from cooperating teachers, mentors, principals, and other school district personnel. Region 5 ESC participates in the ESC Consortium (Stetson and Associates) evaluation and analysis services which provide insights for improvement. Region 5 Education Service Center met the requirements of TAC §228.40(c).

According to TAC §228.40(d), an educator preparation program shall retain documents that evidence a candidate's eligibility for admission into the program and evidence of completion of all program requirements for a period of five years after the candidate's program completion. The program retains records for the past five years in both electronic and paper formats. The records were securely stored in locked cabinets in locked offices located in the education service center building. The retention of records met the requirements of TAC §228.40(d).

Based on evidence presented, Region 5 Education Service Center TCP is not 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). The program curriculum addressed the Code of Ethics in the course taught by Region 5 ESC Executive Director, Mr. Danny Lovett, called "Ethics and Professionalism." ESC Region 5 also provided information in the candidates' handbook. In addition, each candidate and staff member signed a statement verifying that they read and understood the Educator's Code of Ethics. Candidate documentation was found in the 2012-2013 records. The program met the requirements of TAC §228.50(a) and TAC §228.30(b)(2).

Based on evidence presented, Region 5 Education Service Center TCP is in compliance with Texas Administrative Code §228.50 – Professional Conduct.

Texas Administrative Code §229

Current Accreditation Status

Region 5 Education Service Center TCP is currently rated "Accredited" based on the September 1, 2011 - August 31, 2012 accountability ratings.

Standard I: Results of Certification Exams

Pass Rate Performance:	2009-2010	2010-2011	2011-2012
	70% Standard I	75% Standard I	80% Standard I
Overall:	98%	96%	97%

PROGRAM RECOMMENDATIONS

Compliance actions are based on the findings of the Texas Education Agency audit. If the program is not in compliance with any component, please consult the Texas Administrative Code (TAC) for details and correct the issue IMMEDIATELY. Failure to comply with TAC governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC §229.

Other recommendations are suggestions for program improvement only.

Compliance Actions: In order to meet requirements of Texas Administrative Code governing educator preparation programs, the following actions shall be implemented immediately:

TAC §227.10(3)(b) Admissions Criteria

- Provide documentation signed by the program director of the specific reason(s) of the extraordinary circumstances by which a candidate is admitted with a GPA below 2.5. This must begin immediately.

TAC §228.30 Educator Preparation Curriculum

- Require that all Generalist EC-6 candidates' coursework include art, music, and theater. The curriculum must be based on the educator standards for all areas and must be implemented immediately.

TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement

- Create assessments that determine the candidates' content knowledge and skills necessary to implement that knowledge. Assessments should be objective and specific to the skill set needed. The assessments should also delineate the difference in candidate knowledge acquisition.

OTHER RECOMMENDATIONS:

Component I: Governance of Educator Preparation Programs:

- Consider using the template provided by TEA to add more specificity to the minutes ;
- Consider adding additional membership such as teachers that have been certified by the program ;
- Consider limiting the length of time a member serves on the advisory committee in order to add new perspectives and ideas to the group ;
- Adhere to the calendar of September 1 to August 31 for advisory committee meetings; and
- Seek creative ways such as SKYPE, webinars, and phone conferences to increase participation in advisory committee meetings.

Component III: Educator Preparation Curriculum:

- Consider creating a uniform template for all course module syllabi that contains the following: Educator Standards, TEKS, goals and objectives for each course, assessments, and additional requirements for each course offered that leads to certification; and
- Add rigor and depth to the curriculum to ensure alignment to the 17 topics per TAC §228.30(b) by creating assessments per course that objectively define success or failure of the acquired knowledge and skills of the 17 topics taught; and
- Ensure that reading instruction is provided for all certification areas, regardless of whether or not the program is a traditional undergraduate or alternative certification program.

Component IV: Program Delivery and On-Going Support:

- Consider utilizing the T-CERT test preparation as one indicator of the candidates' readiness to take the appropriate TExES exam and ensure that the program maintains the certificate of completion verifying (6) clock-hours of test preparation. The T-CERT address is <https://pact.tarleton.edu/TCERT> and for questions email weiss@Tarleton.edu

Other General Recommendations:

- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to Texas Administrative Code (Webinar Series);
- Continue to participate in webinars provided by the Division of Educator Certification, Standards and Fingerprinting to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to Region 5 Education Service Center alternative certification program for the purpose of asking questions about current requirements in TAC for Governance; Admissions; Curriculum; Program Delivery & On-Going Support; and Program Evaluation (TAC § 227-229); and
- Align the verbiage of Region 5 Education Service Center alternative certification program to with current Texas Administrative Code (For example: Applicant / Candidate / Field Supervisor / Student Teacher / Intern/ Mentor/ Cooperating Teacher).