



Compliance Audit Report 2012-2013 Lamar University Post Baccalaureate 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.

Contact Information: Dr. Gabriel Martin, Chair of the Deaf Studies and Deaf Education Department

County/District Number: 123-501

SBEC Approval Date: 1989

Program Specialist, Mixon Henry and Danielle Warren, conducted a Texas Education Agency Technical Audit of Lamar University's Post Baccalaureate teacher certification program located at P.O. Box 10076, Beaumont, Texas, 77710 on May 14 - 16, 2013. The focus of the technical audit was the Post Baccalaureate teacher certification program and the Deaf Hard of Hearing 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 April 16, 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 by TEA to Lamar University Post Baccalaureate (Deaf Hard of Hearing) teacher certification program stakeholders. A total of twenty (20) responses out of the sixty-five (65) or 30.7% were received as follows: Two (2) out of fourteen (14) advisory committee members or 14%; seven (7) out of

eighteen (18) student teachers or 38.8%; two (2) out of four (4) field supervisors or 50%; four (4) out of fifteen (15) campus principals or 33.3%; and four (4) out of fourteen (14) cooperating teachers or 28.5%. 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 May 14, 2013, was attended by six (6) people. The noted members of the Lamar University present included:

- Dr. Lula Henry, Associate Professor of the School of Education;
- Dr. William Holmes, Associate Dean of the School of Education;
- Dr. Mike Wallace, Director, Professional Pedagogy; and
- Dr. Gabriel Martin, Chairman and Professor, Deaf Studies and Deaf Education
- Dr. Mary Gentry, Associate Professor, Deaf Studies and Deaf Education
- Ms. Lena Francis, Certification Coordinator.

The closing session on May 16, 2013, was attended by eight (8) people including Dr. Hollis Lowery-Moore, Dean of the School of Education; Dr. Russ Schultz, Dean of Fine Arts and Communication; and Dr. Henry, Dr. Holmes, Dr. Wallace, Dr. Martin, Dr. Gentry, and Ms Francis.

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

FINDINGS:

Program support was indicated by the governing body of Lamar University's Post Baccalaureate teacher certification program per TAC §228.20(c) as evidenced by the participation and cooperation of Dr. Henry, Dr. Gentry, and Ms. Francis in all stages of the compliance audit.

According to the self-report, the advisory committee email list, agendas and minutes provided in the document review, Lamar University uses one advisory committee to serve all certification fields and classes. Though it is unusual to have one committee to serve all certification programs, the representation within the two committees met the requirements of TAC §228.20(b) for advisory committee composition.

Following are the dates of each advisory committee meeting noting topics covered (all meetings had sign-in sheets, agendas, and minutes for verification):

October 29, 2012:

- Recommendation for autism training,
- New ESL online for supplemental certification,

- Identify possible STEM candidates,
- Possible changes in Generalist 4-8 with new 7-12 certificates,
- ASEP review of four standards,
- Discussion of the North Texas University Evaluation pilot,
- 5-year production trends for its Education Preparation programs,
- Retention rates review, and
- What we know and what we need to know? Updates.

April 16, 2012:

- Online program discussion,
- Training student teachers,
- Field experience of the post baccalaureate candidates,
- AC discussion: What do we do well? Field experience, variety of settings,
- What area can we improve? STEM, completion rate, retention, and classroom management,
- Discussion – principal program, and
- Discussion - superintendent program.

April 11, 2011:

- Questions and Concerns,
- Undergraduate programs,
- Post Baccalaureate program,
- Academic Partnerships,
- Certification, Accountability and Accreditation
- Doctoral program, and
- Assistance and Recommendations – field experience, undergraduate, post baccalaureate program, and recruitment.

October 25, 2010:

- Questions, Issues, Concerns – Post Baccalaureate program, program internships, and student teaching,
- Leadership program – three online programs,
- NCATE update, and
- Assistance and Recommendations.

November 30, 2009

- NCATE preparation,
- Newsletter,
- Capital campaign,
- Accountability,
- Certification changes,
- TEA monitoring visit,
- Council expansion recommendations,
- Field experience,

- Teacher Leadership, and
- New program updates.

The university did meet the requirements for conducting a minimum of two advisory committee meetings per academic year (September 1-August 31) as required by TAC §228.20(b).

Agendas and minutes reflect that the university provided evidence of input on curriculum and field base experience, but little evidence of yearly evaluations were present nor did Lamar University train the advisory committee members on their roles and responsibilities as specified in TAC §228.35(d). As a result, Lamar University is not in compliance with TAC §228.35(d).

Based on the evidence presented, Lamar University Post Baccalaureate teacher certification program is not 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 the Lamar University Post Baccalaureate teacher certification program staff, to be admitted to the teacher certification program, the candidate must have:

- Received a GPA of 2.50 [TAC §227.10(a)(3)(A)];
- Completed a minimum of twelve (12) semester credit hours in a content field [TAC §227.10(C)];
- Demonstrated basic skills proficiency with THEA, TASP, or exceptions noted in Texas Success Initiative [TAC §227.10(4)];
- Demonstrated adequate oral communication skills [TAC §227.(a)(5) and TAC §230.413];
- Submitted an application [TAC §227.10(a)(6)];
- Participated in an interview or other screening instrument to determine the educator preparation 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(7)].

The Deaf Studies and Deaf Education have a different admissions criterion. The Deaf Studies and Deaf Education require the following:

- Received a GPA of 2.50 [TAC §227.10(a)(3)(A)];
- Submitted an application [TAC §227.10(a)(6)];
- Participated in an interview or other screening instrument to determine the educator preparation candidate's appropriateness in sign language; [TAC §227.10(a)(6)];
- Written assessment,
- Letters of references,
- GRE or if a candidate is profoundly deaf the WAIS-IV can be used if above average performance, and
- Met any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(7)].

These two different criteria have created compliance issues with TAC rule. The certification department admissions criteria meets rule, but the Deaf Studies and Deaf Education does not meet rule. When the Deaf Studies and Deaf Education candidates enter coursework for the post baccalaureate teacher certification program, there are several admissions criteria items which are not completed and missing in their candidate files. Sixteen (16) candidate files were reviewed with the following noted:

- Demonstrated basic skills proficiency with THEA, TASP, or exceptions noted in Texas Success Initiative [TAC §227.10(4)]; sixteen (16) folders reviewed, one (1) folder had a Praxis I scores, six (6) had IQ scores, but fifteen (15) were missing a basic skills assessment;
- Participated in an interview or other screening instrument to determine the educator preparation candidate's appropriateness in sign language; [TAC §227.10(a)(6)]; of the sixteen (16) folders reviewed, no documentation was found that an interview took place, signed or oral;
- Met any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(7)];
- Written assessment; of the sixteen (16) folders, no written assessments were found;
- Letters of references, of the sixteen (16) folders reviewed, four (4) folders had references [varied number of references from one (1) to three (3)] were found in folders;

In sixteen (16) candidates' records reviewed, it was noted that twelve (12) of sixteen (16) candidates were admitted with a grade point average between 2.3 to 4.0. [TAC §227.10(A)]. Three (3) of the sixteen (16) folders had no transcripts to review. The number of candidates admitted with a GPA lower than 2.5 did not exceed 10% of the cohort of candidates allowed by TAC §227.10(a)(3)(b). Because candidates were admitted using the 10% rule, evidence was required that admission of the candidate(s) was approved by the program director and was granted because of extraordinary circumstances. There was no documentation found in the candidates' records to meet the requirement of TAC §227.10(3)(B).

No evidence was found that applicants' records had transcripts indicating a minimum of 12 semester credit hours in the subject-specific content area for which certification was sought. This did not meet the requirements of TAC §227.10(C). Mastery of basic skills per TAC §227.10(4) could be met with the official transcripts showing SAT, ACT, THEA, TASP, or Texas Success Initiative. The Lamar University teacher certification program publishes and requires a basic skills assessment (THEA with scores of Reading: 230, Writing: 220, and Math: 230 or a comparable basic skills assessment and scores). There was only one candidate record that documented a basic skills assessment.

No face-to-face interview was documented. In discussion with the University instructors and staff it was revealed that an interview using sign language was used to determine the American Sign Language (ASL) skill level of the candidates. There was no documentation of the interviews. It was recommended that a series of questions be developed for the interview and an objective evaluation rubric used to identify candidates meeting the required ASL skill set. It was also suggested that both departments participate in the interviews. The program did not meet the requirements of TAC §227.10(7).

The self-report submitted by Lamar University Post Baccalaureate teacher certification program stated that information on their program and its admission requirements were available on the Lamar website and in the University catalogue. In reviewing both, it was determined that the information was not aligned to documentation found in the candidates' records.

It is clear with the review of candidate records and discussion with University instructors and staff that the process of admissions must change to meet TAC rule. It was suggested that upon admissions into the Deaf Studies and Deaf Education, if the candidate chooses the certification option, the certification department be involved immediately. That would allow the candidate to start the admissions process correctly and avoid issues that will deny or delay certification.

Based on the evidence presented, Lamar University Post Baccalaureate teacher certification program is not in compliance with TAC §227.10 - Admission Criteria.

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

FINDINGS:

Lamar University Post Baccalaureate teacher certification program is approved to offer teacher certification in thirty-nine (39) fields, six (6) professional, and three (3) supplemental areas. For the purpose of this compliance audit, the Deaf Hard of Hearing certificate was selected for in-depth review.

According to the self-report, the qualification necessary to be selected as a course instructor was to have attained an advanced degree. Instructors' vitas were presented and a review verified that instructors had Doctorate or Master's degrees. Some instructors were certified teachers and had classroom teaching experience. All instructors had the appropriate background or experience to provide instruction in the Deaf Hard of Hearing certification area.

In reviewing the Lamar's Post Baccalaureate teacher certification Deaf Hard of Hearing curriculum, it was found that the educator standards were the curricular basis for instruction as required by TAC §228.30(a). The alignment charts submitted by the program were the vehicle

for reviewing the syllabi provided by the program. The syllabi did reflect the educator standards in all nine (9) standards. Standards were addressed and verified in syllabi and alignment charts submitted for the audit.

The nine (9) Deaf Hard of Hearing standards are addressed in the curriculum and were identified in the following syllabi:

- Standard I The teacher of deaf or hard of hearing student understands and applies knowledge of the philosophical, historical, and legal foundation of deaf education; DSDE 5329 and DSDE 5329;
- Standard II The teacher of deaf or hard of hearing student understands and applies knowledge of characteristics of learners; DSDE 5321, DSDE 5326, DSDE 5319, DSDE 5328, DSDE 5320, DSDE 5310, and DSDE 5309.
- Standard III The teacher of deaf or hard of hearing a student understands and applies knowledge of assessments, diagnosis, evaluation, and program planning; DSDE 5321, DSDE 5322, and DSDE 5320.
- Standard IV The teacher of deaf or hard of hearing a student understands and applies knowledge of instructional content and practice; DSDE 5321, DSDE 5319, DSDE 5328, DSDE 5322, and DSDE 5309.
- Standard V The teacher of deaf or hard of hearing student understand and applies knowledge of how to plan and manage the teaching and learning environment; DSDE 5321, DSDE 5328, and DSDE 5309.
- Standard VI The teacher of the deaf or hard of hearing student understands and applies knowledge of how to manage student behavior and social interaction skills; DSDE 5321, DSDE 5326, DSDE 5328, DSDE 5310, and DSDE 5309.
- Standard VII The teacher of the deaf or hard of hearing student knows how to communicate and develop collaborative partnerships; DSDE 5328, DSDE 5313, DSDE 5310, and DSDE 5309.
- Standard VII The teacher of the deaf or hard of hearing student understands and demonstrates professionalism and ethical practice; DSDE 5321, DSDE 5329, and DSDE 5309.
- Standard IX The teacher of the deaf or hard of hearing student promotes students' performance in English language arts and reading; DSDE 5318, DSDE 5328, DSDE 5311, and DSDE 5313.

It was also noted that the Deaf Hard of Hearing and PPR curriculum addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). The alignment charts submitted were used to review the syllabi. In discussion with instructors regarding where TEKS instruction was provided, it was determined that the program met the requirements of TAC §228.30(a) as prescribed.

A review of the seventeen (17) subject matter topics prescribed by TAC §228.30(b) yielded the following results:

- Evidence that the specified requirements for reading instruction for the Deaf Hard of Hearing certificate per TAC §228.30(b)(1) was provided in the alignment charts and in the instructor syllabi. The syllabi and formal discussions with Lamar University staff revealed that instruction was provided in five (5) courses (PEDG 5330 or 5387, DSDE 5318, DSDE 5328, DSDE 5311, and DSDE 5313). These five (5) courses addressed the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). This met the minimum requirements of TAC §228.30(b)(1);
- Evidence that the specified requirements for child development per TAC §228.30(b)(3) was found in the alignment charts and was verified in the syllabi of one (1) course (PEDG 5350). This met the minimum requirements of TAC §228.30(b)(3);
- Evidence that the specified requirements for motivation per TAC §228.30(b)(4) was found in the alignment charts and verified in the syllabi of two (2) courses (PEDG 5350 and PEDG 5345). This met the requirements of TAC §228.30(b)(4);
- Evidence that the specified requirements for learning theories per TAC §228.30(b)(5) was found in the alignment charts and verified as being present in the syllabi of two (2) courses (PEDG 5350 and PEDG 5330). This met the requirements of TAC §228.30(b)(5);
- Evidence that 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 (PEDG 5345 and PEDG 5350). This met the requirements of TAC §228.30(b)(6);
- Evidence that TEKS in the content area were being addressed per TAC §228.30(b)(7), was found in alignment charts and in the syllabi of two (2) courses (PEDG 5350 and PEDG 5345). This met the requirements of TAC §228.30(b)(7);
- Evidence that the state assessment of students per TAC §228.20(b)(8) was found in the alignment charts and in the syllabi of two (2) courses (PEDG 5345 and PEDG 5350). This met the requirements of TAC §228.30(b)(8);
- Evidence that curriculum development per TAC §228.30(b)(9) was found in the alignment charts and in the syllabi of three (3) courses (PEDG 5345, PEDG 5387, and PEDG 5330). This met the requirements of TAC §228.30(b)(9);
- Evidence that classroom assessment for instruction per TAC §228.30(b)(10) was found in the alignment charts and in the syllabi of two (2) courses (PEDG 5345 and PEDG 5350). This met the requirements of TAC §228.30(b)(10).
- Evidence that diagnosing learning needs per TAC §228.30(b)(10) was found in alignment charts and in the syllabi of two (2) courses (PEDG 5350 and PEDG 5330). This met the requirements of TAC §228.30(b)(10);
- Evidence that classroom management per TAC 228.30(b)(11) was found in the alignment charts and verified in the syllabi of four (4) courses (PEDG 5330, PEDG 5350, PEDG 5345, and PEDG 5344). This met the requirements of TAC §228.30(b)(11);
- Evidence that developing a positive learning environment per TAC 228.30(b)(11) was found in the syllabi of three (3) courses (PEDG 5330, PEDG 5350, and PEDG 5345). This met the requirements of TAC §228.30(b)(11);

- Evidence that special populations were addressed per TAC §228.30(b)(12) was found in alignment charts and syllabi of four (4) courses (PEDG 5330, PEDG 5350, PEDG 5345, PEDG 5375 or PEDG 5387) depending on the specific special population group addressed. The university met the requirements of TAC §228.30(b)(12);
- Evidence that parent conferencing and communication skills were addressed per TAC §228.30(b)(13) was found in both the alignment charts and syllabi of three (3) courses (PEDG 5330, PEDG 5387, and PEDG 5345). This met the requirements of TAC §228.30(b)(13);
- Evidence that instructional technology was addressed per TAC §228.30(b)(14), was found in alignment charts and syllabi of five (5) courses (PEDG 5330, PEDG 5344, PEDG 5344, PEDG 5350, PEDG 5375, and PEDG 5387). This met the requirements of TAC §228.30(b)(14);
- Evidence that pedagogy and instructional strategies were addressed per TAC §228.30(b)(15) was found in the alignment charts and verified in the syllabi of four (4) courses (PEDG 5330, PEDG 5345, PEDG 5375, and PEDG 5387). This met the requirements of TAC §228.30(b)(15);
- Evidence that differentiated instruction per TAC §228.30(b)(16) was found in alignment charts and in the syllabi of four (4) courses (PEDG 5375, PEDG 5387, PEDG 5330, and PEDG 5345). This met the requirements of TAC §228.30(b)(16); and
- Evidence of six hours of certification test preparation for Deaf Hard of Hearing certification candidates per TAC §228.30(b)(17) could not be verified and did not meet the requirements of TAC §228.30(b)(17) and TAC §228.35(a)(3). Readiness to test was based on completion of coursework, noted within the degree plan. The teacher certification program requires the representative test be taken and a satisfactory score achieved prior to program's recommendation to test. Deaf Hard of Hearing candidates seldom attend the test preparation opportunities and the test preparation is not completed. Readiness for testing [TAC §228.40(b)] was not determined by the university after the Deaf Hard of Hearing candidates failed to attend test preparation sessions. The university did not meet the requirements of TAC §228.40(b).

Each course syllabi detailed how candidates would be assessed in order to ensure acquisition of knowledge and skills of the content as prescribed by TAC §228.40(a). The assessments are a combination of read and respond exams, written assessments to address specific topics, and graded activities.

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

- Knowledge of and use of models and methodologies of classroom management: Yes – 33.3% No – 66.6%
- Knowledge of academic and behavioral needs of students with disabilities: Yes – 66.6% No – 33.3%
- Skill in communicating clear expectations for achievement and behavior: Yes – 33.3% No – 66.6%
- Knowledge of and use of technology to support and extend student learning: Yes – 66.6% No – 33.3%
- Collaboration with others: Yes – 33.3% No – 66.6%
- Knowledge of academic and behavioral needs of students with Limited English Proficiency:

Yes – 66.6% No – 33.3%

- Knowledge of and use of formal and informal assessments: Yes – 66.6% No – 33.3%

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

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

Responses from the student teachers' questionnaires regarding their perception of their curriculum preparation were as follows:

- Knowledge of and use of reading strategies: Yes – 60% No – 40%
- Knowledge of the Code of Ethics: Yes – 100%
- Knowledge of child and adolescent development: Yes – 100%
- Knowledge of and use of instructional methods to motivate students: Yes – 100%
- Knowledge of and use of theories of how people learn: Yes – 80% No – 20%

- TEKS: organization, structure, and skills: Yes – 100%
- Use of TEKS in the content areas: Yes – 100%
- Knowledge of and role in STAAR testing: Yes – 40% No – 60%
- Skill in developing lessons: Yes – 100%
- Knowledge of curriculum development: Yes – 40% No – 60%
- Knowledge of and use of classroom assessments: Yes – 80% No – 20%
- Knowledge of and use of formative assessments: Yes – 80% No – 20%
- Knowledge of and use of models and methodologies of classroom management:: Yes –80% No – 20%
- Knowledge of laws and standards for Special Education: Yes – 100%
- Knowledge of and use of standards and teaching strategies for GT students: Yes – 60% No – 40%
- Knowledge of and use of standards and teaching strategies for LEP students: Yes – 100%
- Skill in preparing and conducting parent conferences: Yes – 40% No – 60%
- Knowledge of and use of a variety of instructional methods: Yes – 80% No – 20%
- Knowledge of and use of technology to support and extend student learning: Yes – 80% No – 20%

A specific concern of TEA centered upon the lack of test preparation documentation (six clock hours) for candidates seeking the Deaf Hard of Hearing certificate.

Based on evidence presented, Lamar University post baccalaureate teacher certification program 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, Lamar University Post Baccalaureate teacher certification program is delivered in a face-to-face format, though a few courses can be taken online. The self-report stated that the total program consists of 750 clock-hours for Deaf Hard of Hearing certification. Evidence was found in the self-report submitted by the university and verified in the university degree plan. The total clock-hours met the requirements set forth in TAC §228.35(a)(3).

Sixty (60) clock-hours of field-based experience were verified with course work. It is embedded in the course DSDE 5309. The candidate is required observe teachers, write eight (8) reflections about observations, and prior to the end of the course, teach a lesson. Field-based observations occurred in local schools where the student population is deaf. A minimum of thirty (30) clock-hours of field-based experiences were completed as prescribed in TAC §228.35(d).

Eighty (80) clock-hours of coursework prior to student teaching were verified through benchmarks and university requirements within the degree plan. Approximately 750 clock-hours occurred prior to the internship assignment per the candidates' degree plans. The program met the requirements of TAC §228.35(a)(3)(B).

Another issue that became apparent during the audit was the practicum for the post baccalaureate candidates. The Deaf Hard of Hearing candidates have been allowed to do clinical teaching as their practicum. Lamar University is not approved to offer clinical teaching at the post-bac level. To be approved for clinical teaching, the program must submit an application. When the application is approved, the program can offer clinical teaching opportunities. In addition, some candidates have been paid for the student teaching practicum. Student teaching and clinical teaching are unpaid all-day practicums in which the cooperating teacher is the teacher of record. In several cases, the candidate is the “teacher of record” without a cooperating teacher. At this point, Lamar University’s post baccalaureate teacher certification program can only offer an internship. The Deaf Hard of Hearing candidates have been using the student teaching option (not an approved option) and getting paid for the practicum. Additional research noted no probationary certificates were issued to Lamar University Deaf Hard of Hearing interns. This is a requirement for the internship.

According to TAC §228.35(e), Lamar University’s post baccalaureate teacher certification program is responsible for providing mentors or cooperating teachers training that is scientifically-based or verify that training was provided by a school district or education service center. Lamar University did not provide cooperating teacher or mentor training, and therefore, does not meet 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. There was only one field supervisor. Lamar University provided no verifiable evidence that the field supervisor was trained. The program did not meet the requirements of TAC §228.35(f).

Initial candidate contact by the field supervisors must be made within the first three weeks of the candidate’s assignment as required by TAC §228.35(f). In review of the sixteen (16) candidate folders, only three (3) candidate folders documented contact within the first three weeks of assignment. Lamar University did not meet TAC §228.35(f).

The three observations [TAC §228.35(f)(4)] conducted must be at least 45 minutes in duration [TAC §228.35(f)] and the first observation conducted within the first six weeks of the student teaching experience. The observation forms are to be signed by the teaching candidate and field supervisor. Of the sixteen (16) candidate folders, only seven (7) had three observations and it could not be documented that the length of the observation was 45 minutes. Lamar University did not meet [TAC §228.35(f)(4)].

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 observation forms note candidates’ instructional practices, but no documentation of an interactive conference was found on the forms or in the folders. Lamar University did not meet the requirements of TAC §228.35(f).

Lamar University post baccalaureate teacher certification program is required to provide a copy of the written feedback to the candidate’s campus administrator per TAC §228.35(f). No documentation of the campus administrator receiving the written feedback was found in candidate folders. The university did not meet the requirements of TAC §228.35(f).

Additional information was gathered during the audit revealed several candidates have participated in their practicum out of state. For this alternative setting for the practicum, an application must be submitted and approved by TEA. No application was ever submitted,

though candidates were allowed to complete out of state practicums by the university. This is a compliance issue and puts at risk the validity of the practicum.

Evidence of additional informal observations and coaching were requested during the audit. Emails among program staff, field supervisors, and candidates served as verifiable evidence that additional observations or coaching occurred. The university met the requirements specified in TAC §228.35(f).

Based on evidence presented, Lamar University Post Baccalaureate teacher certification program is not 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:

Lamar University Post Baccalaureate teacher certification program benchmarked the candidates' progress through the program by reviewing degree plans and through transcript reviews. The documents met 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 educator preparation program. Evidence of compliance was found in the admission dates of candidates found in their records.

Evaluation of the program's design and delivery of the curriculum should be continuous per TAC §228.40(c). Information such as performance data, scientifically-based research practices, and results of internal and external assessments should be included in the evaluation process. Lamar University provided a document detailing the evaluation activity, timeline, and person responsible. The issue noted the lack of internal and external performance data gathered yearly to evaluate the program. This information should be provided to the advisory committee yearly and input sought by its membership. This did not meet 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 program completion. The University maintained records for the past five years in both electronic and paper formats. The records were securely stored in locked cabinets located in locked offices. The retention of records met the requirements of TAC §228.40(d).

Based on evidence presented, Lamar University Post Baccalaureate teacher certification program 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

University curriculum addressed the Code of Ethics in coursework and in the candidates' handbook. Candidates did not sign a statement that they had read and understood the Educator's Code of Ethics. Adherence to TAC §228.50(a) and TAC §228.30(b)(2) was verified. The University staff was provided information on the Educator's Code of Ethics in discussions and meetings, but no documentation was provided that they understood and would adhere to the Educator's Code of Ethics.

Based on evidence presented, Lamar University Post Baccalaureate teacher certification program is not in compliance with Texas Administrative Code §228.50 – Professional Conduct.

Texas Administrative Code §229

Current Accreditation Status

Lamar University teacher certification program is currently rated "Accredited" based on the September 1, 2010 - August 31, 2011 accountability ratings.

Standard I: Results of Certification Exams

Pass Rate Performance:	2009-2010 70% Standard I	2010-2011 75% Standard I	2011-2012 80% Standard I
Overall:	96%	94%	90%
Deaf Hard of Hearing	100% 1 test	0% 0 test	0% 0 test

PROGRAM RECOMMENDATIONS

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

PROGRAM COMPLIANCE RECOMMENDATIONS: In order to meet requirements of all Texas Administrative Code rule governing educator preparation programs, the following actions must be taken immediately:

TAC §228.20 Governance of Educator Preparation Programs

- **§228.20(b): ... shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program... represents stakeholders**
 - Ensure that the Advisory Committee addresses these specific items **design, delivery, evaluation, and major policy decisions** within the two AC meetings held each year
- **§228.20(b): ... The approved educator preparation program shall approve the roles and responsibilities of each member of the advisory committee....**
 - Provide training for the AC to ensure they are aware of their roles and responsibilities as members

TAC §227.10(3)(B) Admission Criteria

- **§227.10(a)(4) Basic skills in reading, written communication and mathematics**
- **230(a) An individual seeking admission to an approved educator preparation program (EPP) for initial certification must be assessed for basic skills in reading, written communication, and mathematics, unless the individual holds a bachelor's degree or higher from an accredited institution of higher education.**
 - Require basic skills assessments to ensure that candidates have the skill set to successfully complete the program
- **§227.10(a)(6) ...interview or other screening instruments used to determine candidate's appropriateness for certification sought**
 - Ensure that an interview is conducted and a rubric or evaluating instrument is used to determine variance of success of candidates, keep the assessment rubric for future audits
- **§227.10(a)(7) Any other academic criteria for admission that are published and applied consistently to all educator preparation candidates**
 - Align entrance criteria between programs and have it published for candidates and implement the criteria consistently
- **§227.10(a)(3)(B) This exception to the minimum GPA requirement will be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any cohort of candidates**
 - If a candidate is allowed into the program with a GPA less than 2.5, place a letter in the candidate file identifying the exception reason for acceptance

TAC §228.30 Educator Preparation Curriculum

- **§228.35(a)(3) six clock hours of explicit test preparation that is not embedded in other curriculum**
 - Provide test preparation for candidate (minimum of 6 clock hours) not embedded in any coursework

TAC §228.35(e) Program Delivery and On-going Support

- **§228.35(a)(3) six clock hours of explicit test preparation that is not embedded in other curriculum**
 - Ensure candidate receive at least 6 clock hours of test preparation
- **228.35(d) For initial certification, each educator preparation program shall also provide one of the following:**
- **228.35(d)(2)(B) clinical teaching (minimum 12 weeks) ...**
- **§228.2(4) Clinical teaching--A 12-week full-day educator assignment through an alternative certification program at a**
- **...public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate**
 - Apply for clinical teaching to allow post baccalaureate candidates the opportunity to complete their practicum in a shorter time frame
- **228.35(d)(2)(C) internship (minimum of one academic year or 180 school days) that matches the certification field for which the individual is accepted into the EPP.....**
- **§228.2(25) Internship--A one-year supervised professional assignment at a public school accredited by the Texas Education Agency or a Texas Education Agency-recognized private school that may lead to completion of a standard certificate**
 - If a candidate chooses an internship (paid practicum) it must be a one academic year or 180 days and match the certification field sought and the candidate must be the “teacher of record.”
- **228.35(d)(2)(C) The individual would hold a probationary certificate and be classified as a “teacher” as reported on the campus PEIMS data.**
 - If an internship is the practicum sought, a probationary certificate must be recommended and gained prior to the internship starting
- **228.35(e) The EPP program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented and retained by the educator preparation program.**

- Ensure and document training for cooperating teachers and mentors.
- **228.35(f) ...who has been trained as a field supervisor.**
 - Ensure and document that field supervisors are trained; retain documentation for future audits.
- **228.35(f) The initial contact, which may be made by telephone, email, or other electronic communication, with assigned candidate must occur within the first three weeks of assignment.**
 - Ensure that candidates are contacted within three weeks of assignment and document contact and retain for future audit.
- **228.35(f) (4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.**
 - Provide three observations during the clinical teaching and retain documents in candidate folders for future audits.
- **228.35(f) (1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.**
 - Document the time for each observation, which by TAC rule must be a minimum of 45 minutes.
- **228.35(f) (2) the first observation must occur within the first six weeks of the assignment.**
 - Ensure that the first observation is within the first six weeks of assignment; provide start date to assist in identifying the six week window
- **228.35(f) The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate.....**
 - Ensure that an interactive conference follows the observation and document with signatures by both candidate and field supervisor
- **228.35(f) ...and provide a copy of the written feedback to the candidate's campus administrator**
 - Ensure that a copy of the observation is provided to the campus administrator and document with signed copy or email receipt sent.

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

- **228.40(c) 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.**

- Ensure that an evaluation of the program curriculum is conducted yearly, by both internally (instructional staff) and externally (candidates, cooperating teachers/mentors, and campus administrators) and provide this feedback to the advisory committee during one of the two meetings held during the year.

TAC §228.50 Professional Conduct

- **228.50 During the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates ,, demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).**
 - Have all staff involved in the preparing of candidates sign the Texas Code of Ethics and keep this documentation for future audits
- **228.50 During the period of preparation, the educator preparation entity shall ensure... that the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).**
 - Have all sign the Texas Code of Ethics and keep this document in the candidate folders for future audits, consider using the TEA approved and provided Ethics training program that Lamar already has access.

OTHER 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;
- 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 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 the 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).
- Align the verbiage of the program to that of current Texas Administrative Code. For example: Applicant / Candidate / Field Supervisor / Internship / Clinical Teacher

- Ensure that the Dean/Director/Program Staff utilizes the EPP Staff Information page <http://www.tea.state.tx.us/eppinfo.aspx> to access pertinent information that EPP's frequently request.
- Ensure that TEA staff has the most current & up-to-date contact information by sending an email to victoria.ellis@tea.state.tx.us as well as notifying the program specialist assigned.

Recommendations by Component

Component I: General Recommendations:

- Expand the advisory committee to include more members from stakeholder groups; and include representation of the Deaf Hard of Hearing Education Department to provide and gain feedback for the program; this should also include any other certification department to ensure that all required topics are covered per certification field.
- Ensure that new members are trained since the membership of the advisory committee has decreased and changed; use the TEA power point as training
- Continue to implement the process of holding two advisory committee meetings per year and maintain the invitations, agendas, minutes, and sign-in sheets as evidence that the meetings have occurred; and
- Consider utilizing an advisory committee meeting template to ensure that required TAC items are covered at each of the two meetings per year (an academic year is from September 1-August 31 of a specified year);

Component II: General Recommendations:

- Consider utilizing a rubric to ensure objectivity in evaluating the interview questions for all applicants to the program and maintain the rubric along with the questions in each applicant's file;
- Consider using a FERPA release agreement with candidates to provide the feedback to campus administrators and other district personnel; additionally test results should be included in the agreement, since it is additional information sought by future hiring districts

Component III: General Recommendations:

- 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 within the certification program; 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 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.
- Utilize the TEA developed training for meeting “Teachers’ Responsibilities for the STAAR Test Administration” at <http://texas.testsecuritytraining.com/TestAdministratorTraining.aspx>. It may be used for a whole group or individually. A certificate can be printed upon completion. This is the same training that teachers must complete prior to STAAR testing.
- Utilize the dyslexia information found on the TEA website at <http://www.tea.state.tx.us/index2.aspx?id=4434> or at <http://www.region10.org/dyslexia/>.

Component IV: General Recommendations:

- Consider utilizing the T-CERT test preparation to determine the readiness of each candidate to take the appropriate TExES exam and ensure that the program maintains the certificate of completion verifying (6) clock-hours of test preparation that is not embedded in any other curriculum areas or create another indicator for test prep not embedded in any other curriculum areas 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
- Consider additional options for test preparation for candidate that are no longer residing in the Beaumont area
- Consider requiring content testing as a benchmark in the program to ensure that it takes place early enough that remediation can take place; additionally it can allow candidate more options for internship
- Align documentation for observations, training of mentors/cooperating teachers, field supervisor training between programs to ensure consistent documentation

Component V: General Recommendations:

- Consider alternative methods to gain feedback for program evaluation; from internal and external stakeholders

Component VI: General Recommendations:

- Consider utilizing the TEA approved Ethics training for both candidates and staff within the program to ensure that this topic is adequately addressed by the program & maintain evidence that that the training has occurred. For more information visit <http://www.tea.state.tx.us/ethics/>
 - Lamar already has an account established