



# Compliance Report 2012-2013 Region 10 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 rules required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code rules at [www.tea.state.tx.us](http://www.tea.state.tx.us) for details.

**Contact Information:** Dr. Chris Kanouse

**County/District Number:** 057-950

**SBEC Approval Date:** 1992

Program Specialist, Mixon Henry and Scott Lewis, conducted a Texas Education Agency Compliance Audit of Region 10 Education Service Center (ESC) Teacher Preparation and Certification (TPC) program, located at 400 East Spring Valley Road, Richardson, Texas, 75081 on March 5-7, 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 18, 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 10 ESC (TPC) stakeholders. Out of nine hundred eighty-five (985) questionnaires sent to stakeholders, a total of one hundred thirty-three (133) responses or 13.5% were received as follows: seven (7) out of twenty-three (23) advisory committee members (30%); forty-five (45)

out of six hundred seventeen (617) educator candidates (7%); nine (9) out of ten (10) field supervisors (90%), thirty-three (33) out of one hundred forty-two (142) campus principals (23%); and thirty-nine (39) out of one hundred ninety-three (193) cooperating teachers (20%). To ensure the anonymity of the respondents, the number and percent of responses received from each stakeholder group were only shared at the opening session presentation. 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 March 5, 2013, was attended by ten (10) people in support of Region 10 Education Service Center. The noted members of the Region 10 ESC program present included:

- Dr. Chris Kanouse, Director of Region 10 TPC,
- Ms. Mollie Purcell-Savage, Superintendent of Faith Family Academy,
- Mr. Larry Davis, HR Director, DeSoto ISD, and
- Ms. Gradyne Brown, HR Director, Garland ISD.

The closing session on March 7, 2013, was attended by ten (10) people. They included Dr. Chris Kanouse, Director of Region 10 TPC and staff.

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

### **FINDINGS:**

Program support was indicated by the governing body of Region 10 ESC TPC per TAC §228.20(c) as evidenced by participation and cooperation of Chris Kanouse, Susie West, and Ramona Oates in all steps and stages of the compliance audit.

According to the self-report and evidence found during the audit, the advisory committee met twice during the 2011-2012 academic year (September 1 through August 31), and has met once during the 2012-2013 academic year with a second advisory committee meeting scheduled for May 22, 2013. Membership of the Region 10 ESC TPC's advisory committee consists of twenty-one (21) members. Twelve (12) members represent public/private schools; two (2) member represents higher education; five (5) members represent the education service center (Region 10 ESC); and two (2) members represents community/business interests. Region 10 ESC TPC meets TAC §228.20(b) requirements for advisory committee composition.

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

#### Academic year 2012 – 2013:

- Scheduled meeting for May of 2013
- November 7, 2012:
  - Sign-in sheets, agendas, and minutes were provided and included the following:

- Decisions on Trade and Industry requirements (bachelors degree or professional experience),
- ASEP results,
- Additional test preparation for special education candidates,
- Advisory Committee approval for all candidates being recommended for their standard certificate, and
- Next advisory committee meeting date of May, 2013.

Academic year 2011 - 2012:

- May 23, 2012:
  - sign-in sheets, agendas, PowerPoint, and minutes provided, which included the following:
    - New policies involving clinical teaching,
    - Suggestions for program improvement,
    - Master Mentor certificates,
    - Accountability updates,
    - Test preparation materials and updates,
    - Decisions on certification of candidates, and
    - Written feedback requested over agenda topics and future topics to be addressed by advisory committee members.
- November 11, 2011:
  - Sign-in sheets, agendas, PowerPoint, and minutes were provided and included the following:
    - Coursework and changes in the current curriculum,
    - Review roles of field supervisors,
    - Clinical teaching experiences, and
    - ASEP and ESC Consortium (Stetson and Associates) evaluation materials shared with advisory committee.

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

Past agendas 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 10 Education Service Center TPC 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 10 Education Service Center TPC staff, to be admitted into the program, the candidate must have:

- completed a bachelors' degree from a regionally accredited university [TAC §227.10(a)(2)];
- passing score on a Pre-Admissions Content Test (PACT) in the content area to be certified, "An exemption may be considered upon a specific district request .", as noted on the Region 10 ESC TPC website [TAC §227.10(a)(3)(C)];
- 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 course work noted in Texas Success Initiative [TAC §227.10(4)];
- demonstrated adequate oral communication skills; TOEFL [TAC §230.413];
- submitted an application [TAC §227.10(a)(6)];
- participated in an interview or screening instrument to determine the educator preparation candidate's appropriateness for the certification sought, Haberman Star Teacher Interview is administered to perspective candidates; [TAC §227.10(a)(6)]; and
- met any other academic criteria for admission that are published and applied consistently to all educator preparation candidates which are the following: Writing assessment, scored with a rubric, and three (3) references that attest to candidates' attributes, character, and suitability for teaching [TAC §227.10(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) 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 evaluation service [TAC §227.10(7)]. 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 less than five out-of-country candidates were admitted into the program. One out-of-country folder was reviewed, an acceptable TOEFL score (26) and transcript evaluation from International Academic Credential Evaluator, Inc. (IACE) were provided.

In fifteen (15) candidates' records reviewed, it was noted that all were admitted with a grade point average ranging from 2.6 to 3.8 [TAC §227.10(A)]. Since there were no GPAs below the required 2.5, no letter or document was needed to denote extraordinary circumstances, thus TAC §227.10(3)(b) was met. It was also noted that the program did use the "contingency admission" for applicants who have not yet had their degrees conferred by a university (TAC §227.15). A statement from the university is required to verify current enrollment and the candidate must provide evidence that tuition had been paid to facilitate the arrival in a timely manner of the official transcripts and confirmation of the degree.

Transcripts found in the fifteen (15) records confirmed a minimum of 12 semester credit hours in the subject-specific content area for which certification was sought. Region 10 Education Service Center TPC met the requirements of TAC §227.10(C).

Mastery of basic skills per TAC §227.10(4) was verified in all fifteen (15) candidates reviewed. The official transcripts recorded SAT, ACT, GRE, or THEA scores or indicated that candidates were admitted using the Texas Success Initiative exemptions. The program met the requirement of TAC 227.10(4).

Applicants are required to take the Haberman Star Teacher Interview (online) that serves as an “other screening instrument” [TAC §227.10(6)]. Additionally, a writing sample is assessed with a rubric with a five component criteria. The final requirements are three references and a successful background check.

The self-report stated that information about the program and its admission requirements were available through the Region 10 ESC TPC website and in brochures. In review, it was confirmed that the admission information was aligned with the documentation found in candidates’ records.

**Based on the evidence presented, Region 10 Education Service Center TPC is in compliance with TAC §227.10 - Admission Criteria.**

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

**FINDINGS:** Region 10 Education Service Center TPC is approved to offer teacher certification in fifty-three (53) certification fields, three (3) supplemental fields, and two (2) professional certification classes. For the purpose of this compliance audit, the Generalist EC-6 certificate was selected for an in-depth review. It should be noted Region 10 ESC TPC requires Generalist EC-6 candidates to select an additional certificate, which can be a supplemental certificate. The following are the three additional certificate fields and their curriculum hours: Special Education - thirty-six (36) clock hours, English as a Second Language (ESL) - twenty-four (24) clock hours, or Bilingual – Spanish - thirty-nine (39) clock hours.

According to the self-report, qualifications necessary to be selected as a course instructor included an advanced degree and teacher certification in the state of Texas, and five (5) years teaching experience. Instructor vitas were presented for review. Fifteen (15) instructor vitas were reviewed and all instructors have a master’s degree or higher, a Texas Teaching Certificate, and five (5) or more years of classroom teaching experience.

In reviewing the Generalist EC-6 curriculum, it was verified that the educator standards were 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 a blend of online and face to face presentations. The syllabi reflected the educator standards in art, music, and theater. In informal conversations with the program director and staff and reviewing the components of the online curriculum, verification of the standards could be accomplished at the time of the audit. In reviewing other content areas of the Generalist EC-6 curriculum; 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 an instructor and Region 10 TPC staff 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 that the specified instructional requirements for reading for the Generalist EC-6 certificate per TAC §228.30(b)(1) was provided in the Generalist EC-6 blended curriculum and Foundations of Teaching, Effective Teaching Practices, and Instructional Methods and Strategies of Literacy. These three courses address the five essential components of phonemic awareness, phonics, 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 that the specified instructional requirements for child development per TAC §228.30(b)(3) was verified in Foundations of Teaching, Instructional Methods and Strategies of Literacy, and Effective Teaching Practices. The three course syllabi and alignment charts verified course content. The program met the requirements of TAC §228.30(b)(3);
- Evidence that the specified instructional requirements for motivation per TAC §228.30(b)(4) was found in Foundations of Teaching and Effective Teaching Practices. The alignment charts and course syllabi verified the content of two (2) courses. The program met the requirements of TAC §228.30(b)(4);
- Evidence that the specified instructional requirements for learning theories per TAC §228.30(b)(5) was found in the alignment charts and verified in the syllabi of two (2) courses: Effective Teaching Methods and Essentials of Instruction and Assessments. The program met the requirements of TAC §228.30(b)(5);
- Evidence that instruction covering TEKS organization, structure, and skills per TAC §228.30(b)(6) was found in the alignment charts and in the syllabi of four (4) courses: Generalist EC-6 (blended curriculum), Effective Teaching Practices, Instructional Methods and Strategies of Literacy, and Instructional Content Studies. The program met the requirements of TAC §228.30(b)(6);
- Evidence that TEKS in the content areas instruction per TAC §228.30(b)(7), was found in alignment charts and in the syllabi of three (3) courses: Generalist EC-6 (blended curriculum), Instructional Methods and Strategies of Literacy, and Instructional Content Studies. The program 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 three (3) courses: Foundations of Teaching, Instructional Content Studies, and Keys to Quality Teaching. The program met the requirements of TAC §228.30(b)(8);
- Evidence that the process of curriculum development per TAC §228.30(b)(9) was found in the alignment charts and in the syllabi of two (2) courses: Instructional Methods and Strategies of Literacy and Instructional Content Studies. The program met the requirements of TAC §228.30(b)(9);
- Evidence that instruction in classroom assessment per TAC §228.30(b)(10) was found in the alignment charts and in the syllabi of three (3) courses: Effective Teaching Practices, Instructional Methods and Strategies of Literacy, and Instructional Content Studies. The program met the requirements of TAC §228.30(b)(10).

- Evidence that instruction in diagnosing learning needs per TAC §228.30(b)(10) was found in alignment charts and in the syllabi of three (3) courses: Effective Teaching Practices, Instructional Methods and Strategies of Literacy, and Essentials of Instruction and Assessment. 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 four (4) courses: Effective Teaching Practices, Essentials of Instruction and Assessment, Classroom Management: Success for All, and Foundations of Teaching. The program met the requirements of TAC §228.30(b)(11);
- Evidence that instruction in developing a positive learning environment per TAC 228.30(b)(11) was found in the syllabi of four (4) courses: Effective Teaching Practices, Essentials of Instruction and Assessment, Classroom Management: Success for All, and Foundation of Teaching. The program met the requirements of TAC §228.30(b)(11);
- Evidence that instruction in special populations per TAC §228.30(b)(12), was found in alignment charts and syllabi of one (1) course: Essentials of Instruction and Assessment. The program met the requirements of TAC §228.30(b)(12);
- Evidence that instruction in parent conferencing and communication skills per TAC §228.30(b)(13) was found in both the alignment charts and syllabi of one (1) course: Essentials of Instruction and Assessment. 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 two (2) courses: Foundation of Teaching and Teaching with Technology. 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 four (4) courses: Effective Teaching Practices, Essentials of Instruction and Assessments, Foundation of Teaching, and Methods and Strategies Content Studies. 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: Essentials of Instruction and Assessments and Effective Teaching Practices. 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 and scores from PPR review. 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 – 94.4% No – 3.6%
- Knowledge of academic and behavioral needs of students with disabilities: Yes – 82.1% No – 17.9%
- Skill in communicating clear expectations for achievement and behavior: Yes – 92.9% No-7.1%
- Knowledge of and use of technology to support and extend student learning: Yes – 96.4% No – 3.6%

- Collaboration with others: Yes – 100% No – 0%
- Knowledge of academic and behavioral needs of students with Limited English Proficiency: Yes – 67.9%  
No – 32.1%
- Knowledge of and use of formal and informal assessments: Yes – 82.1% No – 17.9%

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

- Knowledge of and use of reading strategies: Yes – 83% No – 17%
- Knowledge of the Code of Ethics: Yes – 89% No – 11%
- Knowledge of child and adolescent development: Yes – 92% No – 8%
- Knowledge of and use of instructional methods to motivate students: Yes – 78% No – 22%
- Knowledge of and use of theories of how people learn: Yes – 86% No – 14%
- TEKS: organization, structure, and skills: Yes – 97% No – 3%
- TEKS in the content areas: Yes – 89% No – 11%
- Knowledge of and role in STAAR testing: Yes – 86% No – 14%
- Skill in developing lessons: Yes – 92% No – 8%
- Knowledge of curriculum development: Yes – 78% No – 22%
- Knowledge of and use of classroom assessments: Yes – 84% No – 16%
- Knowledge of and use of formative assessments: Yes – 78% No – 22%
- Knowledge of and use of models and methodologies of classroom management: Yes – 83%  
No – 17%
- Knowledge of laws and standards for Special Education: Yes – 89% No – 11%
- Knowledge of and use of standards and teaching strategies for GT students: Yes – 62% No – 38%
- Knowledge of and use of standards and teaching strategies for LEP students: Yes – 75% No – 25%
- Skill in preparing and conducting parent conferences: Yes – 73% No – 28%
- Knowledge of and use of a variety of instructional methods: Yes – 91% No – 9%
- Knowledge of and use of technology to support and extend student learning: Yes – 89% No – 11%

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 – 97% No – 3%
- 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 – 97% No – 3%
- Knowledge of and use of theories of how people learn: Yes – 100% No – 0%
- 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 – 88% No – 12%
- Skill in developing lessons: Yes – 100% No – 0%
- Knowledge of curriculum development: Yes – 85% No – 15%
- Knowledge of and use of classroom assessments: Yes – 100% No – 0%
- Knowledge of and use of formative assessments: Yes – 95% No – 5%
- Knowledge of and use of models and methodologies of classroom management: Yes – 92%  
No – 8%
- Knowledge of laws and standards for Special Education: Yes – 95% No – 5%
- Knowledge of and use of standards and teaching strategies for GT students: Yes – 95% No – 5%
- Knowledge of and use of standards and teaching strategies for LEP students: Yes – 92% No – 8%
- Skill in preparing and conducting parent conferences: Yes – 90% No – 10%
- Knowledge of and use of a variety of instructional methods: Yes – 97% No – 3%
- Knowledge of and use of technology to support and extend student learning: Yes – 95% No – 5%

In addition to the blend presentation of online and face to face curriculum, two text books are used in the Generalist EC-6, Curriculum and Instructional Methods for Elementary and Middle School by Johanna Lemlech and Inspiring Active Learning by Merrill Harmin. Required reading for the Special Education coursework includes two books, Literacy by David Cooper and Strategies for Teaching Learners with Special Needs by Edward Polloway, James Patton, and Loretta Serna. The required text for Bilingual and ESL is Teaching English Language Learners by Teresa Walters.

**Based on evidence presented, Region 10 Education Service Center TPC is 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 10 Education Service Center TPC is delivered in a blend 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 324 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 additional certification field the candidate chooses. The total clock-hours range from 324 to 358 clock hours, which exceeded the minimum requirements set forth in TAC §228.35(a)(3).

The program provided sufficient evidence that six clock-hours of test preparation was not embedded in any other curriculum elements per TAC §228.35(a)(3) and was offered to all candidates. Readiness to test was based on completion of coursework and success on the representative test. Pedagogy and Professional Responsibilities (PPR) test preparation is provided in a session called, “Pedagogy and Professional Responsibility Review”. This test preparation is scheduled on specific Saturdays (dates provided on the Region 10 website). Original sign-in sheets were evidence of attendance. The program met the requirements for test preparation per TAC §228.35(a)(3).

Completion of the required thirty clock-hours of field-based experience was verified by documentation in candidate records. The field-based experience documentation required the name of school, classroom, subject taught, and reflections by the candidates. Documentation also identified that field-based observations occurred in a limited range of educational settings with limited diverse student populations, but included observations, modeling, and demonstration of effective practices to improve student learning. It was discussed with program staff that the variety of settings should extend to a wider range of economic, ethnic, and age groups. 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 10 TPC allows for such an accommodation and is 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 electronic tracking system. Region 10 TPC meets this requirement [TAC §228.35(a)(3)(B)].

According to the self-report, the program’s hour chart does allow district training hours to count toward the required 300 clock hours. District training is not needed to meet the required 300 clock hour TAC rule, but is encouraged to expand the knowledge and skill set of candidates. It was verified by proper district documentation and provided in candidates’ folders. [TAC §228.35(a)(5)].

Clinical teaching [TAC §228.35(d)(2)(B)] was conducted for a period of fifteen (15) weeks, exceeding the twelve (12) week requirement. The extended time of fifteen (15) weeks allows the candidate a window of time to complete the practicum, even if extraordinary circumstances take place (illness or family emergencies). This extended timeframe also allows candidates additional experience in the classroom and may extend the time of the “full-teach” experience. That stated, a candidate must complete a minimum of twelve (12) weeks and the actual time continues until the full twelve week hour equivalency is met. These requirements were explained to candidates in the Moodle online component. Clinical teaching placement information was found in the current candidates’ records. Internship is also offered by Region 10 TPC, 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 were provided to candidates in their program 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 10 TPC is responsible for providing mentors and/or cooperating teacher training that is scientifically-based or verify that training was provided by a school district or education service center. Region 10's training curriculum is online and utilized an abridged form of the TxBESS mentor program. The mentor/cooperating teacher receives a \$500 stipend for their role in training and supporting the candidate. Region 10 has created a mentor training program that works with first year mentors, second year mentors, and master mentors. These mentor levels require additional course work provided by Region 10. Evidence presented verified that the cooperating teachers and/or mentors received training. Verification was noted in the program data base. 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 twelve (12) field supervisors were assigned to the candidates within the program. Training consisted of online roles and responsibilities, review of forms, and observation skills. The training is conducted twice yearly with noted dates: August 12, 2011, December 2, 2011, August 10, 2012, and January 18, 2013. The attendance was verified by electronic sign-in sheets of attendance. Additionally, field supervisors sign a letter of agreement and confidentiality. 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 their assignment as required by TAC §228.35(f). The field supervisors sent emails or made phone calls for the first contact in the first three weeks of assignment. Documentation of first contact was found in the candidates' records, field supervisor logs, and on 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, as well as 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 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 observed instructional practices and provided an interactive conference following the observation. The program met the requirements of TAC §228.35(f).

Region 10 TPC is required to provide a copy of the written feedback to the candidate's campus administrator [TAC §228.35(f)]. Written feedback of the observation was provided by email with read receipt to the campus administrator. This email receipt was found in candidate 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 10 Education Service Center TPC 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 10 ESC TPC has a candidate assessment and benchmarking process as prescribed by TAC §228.40(a). Evidence provided included specific benchmarks on an electronic tracking system for each candidate.

Instructional module assessments are used throughout the entire curriculum. There are quizzes to assess content knowledge of the curriculum and educational tasks/activities to assess the ability to implement the knowledge. Many of the task/activity assessments are scored with rubrics that allow candidate corrections if products did not meet standards. It was recommended that assessments clearly mark the success of the acquisition of the content presented by instructors and clearly delineate the difference between each candidate's successes. The program did 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 educator preparation program. Readiness for testing [TAC §228.40(b)] was determined by the program after a candidate attended test preparation sessions. The program met the requirements of TAC §228.40(b).

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 10 TPC use of the ESC Consortium (Stetson and Associates) evaluation tools and analysis services provides insight for improvement. Region 10 ESC TPC did 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 to the program and evidence of completion of all program requirements for a period of five years after program completion. The program kept 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 10 Education Service Center TPC is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.**

## COMPONENT VI: Professional Conduct (TAC) §228.50

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics). The program curriculum addressed the Code of Ethics in the courses provided by Region 10. 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 10 Education Service Center TPC is in compliance with Texas Administrative Code §228.50 – Professional Conduct.**

## Texas Administrative Code §229

### Current Accreditation Status

Region 10 TPC is currently rated "Accredited" based on the September 1, 2010 - August 31, 2011 accountability ratings.

### Standard I: Results of Certification Exams

<b>Pass Rate Performance:</b>	2009-2010	2010-2011	2011-2012
	70% Standard I	75% Standard I	80% Standard I
Overall:	99%	99%	99%
Demographics			
Female	NA	NA	NA

## 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 rules 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:

- None at this time

## **GENERAL RECOMMENDATIONS:**

### **Component I: Governance of Educator Preparation Programs:**

- Consider using the template provided by TEA to add more specificity to the minutes ;
- Consider adding to membership, teachers that have been certified through the program ;
- Consider limiting the length of time on the advisory committee to 3-5 years in a rotating manner to add new ideas to group ;
- Seek creative ways such as SKYPE, webinars, phone conferences to increase participation in advisory committee meetings.

### **Component II: Admission Criteria:**

- Consider requiring a FERPA release form signed as part of the admissions process to relinquish any liability during the practicum component (clinical teaching or internship).

### **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 within the certification program; and
- Add rigor and depth to the curriculum by creating assessments per course that objectively define success or failure of the acquired knowledge and implementation of that knowledge; and
- Ensure that content instruction is provided for all certification areas, if the candidate is not PACT into the program or if another content test is required for certification.

### **Component IV: Program Delivery and On-Going Support:**

- 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](mailto:weiss@Tarleton.edu).
- Consider adding Internship Start Date to Internship/CTE Assignment Form.
- Consider expanding the diversity of a candidate's Field-Based Experience to multiple campuses when practicable.
- Consider rewording the Candidate Acceptance letter that currently requires 30 hours of Field-Based Experience prior to placement for Late Hire Candidates.

**Component V: Assessment and Evaluation of Candidates for Certification and Program Improvement:**

- Consider more content assessments (tests) and Performance-based assessments scored on a rubric for modules required for candidates seeking certification and the assessment should denote the differences in performance between candidates.

**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 Education Service Center Region 10 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 Education Service Center Region 10 alternative certification program to align with current Texas Administrative Code (For example: Applicant / Candidate / Field Supervisor / Student Teacher / Intern/ Mentor/ Cooperating Teacher).