



Compliance Audit Report 2012-2013 Texas State University Traditional Undergraduate Initial 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. Stan Carpenter, Dean, College of Education
Dr. Patrice Werner, Chair and Associate Professor, Curriculum and Instruction
Dr. Elizabeth Harrison, Program Director

County/District Number: 105-501

SBEC Approval Date: May 5, 1969

Program Specialists, Vanessa Alba and Mixon Henry, conducted a Texas Education Agency Compliance Audit of Texas State University educator preparation program, located at 601 University Drive, San Marcos, Texas 78666 on February 5-7, 2013. The focus of the compliance audit was the traditional undergraduate initial certification program and the ESL Generalist EC-6 certificate. The following are findings and recommendations for program improvement.

SCOPE OF THE COMPLIANCE AUDIT:

The scope of this audit is restricted solely to verifying compliance with Texas Administrative Code §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 means. A self-report was submitted to the Texas Education Agency on December 10, 2012, and updated on January 30, 2013. An on-site review of documents, student records, course material, and curriculum

correlations charts provided evidence regarding compliance. In addition, electronic questionnaires developed by TEA were sent to Texas State University EPP stakeholders. A total of one thousand seven hundred forty-four (1,744) questionnaires were sent to stakeholders. Responses were received as follows: Twelve (12) out of thirteen (13) advisory committee members (92%); one hundred seventy-nine (179) out of eight hundred fifty-four (854) teaching candidates (21%); one hundred ninety-one (191) out of five hundred sixty (560) cooperating teachers/mentors (34%); thirty-two(32) out of forty-nine (49) field supervisors (65%); and one hundred one (101) out of two hundred sixty-four (264) campus principals/administrators (38%). Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was determined by using a rubric aligned with Texas Administrative Code.

Opening and Closing Session:

The opening session on Tuesday, February 5, 2013, was attended by twenty-five (25) people, including the following Texas State University leadership: Dean Stan Carpenter, PhD, College of Education; Patrice Holden Werner, PhD, Chair and Associate Professor-Department of Curriculum and Instruction, College of Education; Elizabeth Harrison, PhD, Director, Office of Educator Preparation; Jim Van Overschelde, PhD, Co-Director, Office of Educator Preparation; and Ernesto Munoz, MEd, Certification Officer, Office of Educator Preparation. The closing session on Thursday, February 7, 2013, was attended by twelve (12) people, including Dean Carpenter.

COMPONENT I: Governance of Educator Preparation Programs- Texas Administrative Code (TAC) §228.20

FINDINGS:

Program support was indicated by the governing body of Texas State University EPP per TAC §228.20(c) as evidenced by the participation and cooperation of Dean Carpenter, Dr. Werner, Dr. Harrison, Dr. Van Overschelde, and Mr. Munoz in various stages and steps of the compliance audit. Additionally, Texas State University has adequate facilities, resources, and full support of the university.

As reported in the self-report, the current advisory committee consists of thirteen (13) members. The membership includes representation from the following groups: Five (5) members represent public/private schools; three (3) members represent higher education; one (1) member represents an education service center; and four (4) members represent community/business interests. Texas State University educator preparation program meets TAC §228.20(b) requirements for advisory committee composition.

For the 2011-2012 academic year, only one advisory committee meeting was held on April 13, 2012. Agendas, minutes, and sign-in sheets reflecting that eleven (11) members attended verified that the meeting occurred. At that meeting, Dean Carpenter provided advisory committee training to ensure that the membership understood their roles and responsibilities, which included assisting in the design, delivery evaluation, and major policy decisions of the educator preparation program. The training met the requirements of TAC §228.20(b).

The first meeting of the 2012-2013 academic year was held on October 12, 2012. An agenda, original sign-in sheets reflecting ten members present, minutes, and a PPT presentation were available for review. The second meeting for the current academic year is scheduled for April 5, 2013. Ninety-two percent (92%) of the advisory committee members indicated that they met two times per academic year. Because there was a lack of evidence that two advisory committee meetings were held for the past two academic years, the program does not meet the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

Through their responses to their questionnaire, the advisory committee members reported their participation in the design, delivery, evaluation and major policy decisions of the educator preparation program. The results follow:

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|-------------------------------------|---------|--------|
| • Designing/Revising Curriculum | Yes-40% | No-60% |
| • Field-based Experiences | Yes-78% | No-22% |
| • Major Policy Decisions of the EPP | Yes-22% | No-78% |
| • Overall Program Evaluation | Yes-78% | No-22% |

Since Dean Carpenter has become involved in the Texas State University College of Education, he ensured that the current membership was adequately trained in their roles and responsibilities. Therefore, the program meets the requirements of assisting in the design, delivery, evaluation and major policy decisions of the educator preparation program per TAC §228.20(b).

Based on the evidence presented, Texas State University traditional educator preparation 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, website, and information provided in the document review to enter the Texas State traditional educator preparation program, the applicant must:

- Be enrolled in an educator preparation program from an institution of higher education that is accredited by a regional accrediting agency, as recognized by the Texas Higher Education Coordinating Board (THECB) [TAC §227.10(a)(1)];
- Have a minimum of 2.75 GPA (which exceeds TAC requirements of 2.5 GPA) [TAC §227.10(a)(3)(A)];
- Have a minimum of twelve (12) semester credit hours in the subject-specific content area for the certification sought [TAC §227.10(a)(3)(C)];

- Show mastery of basic skills proficiency in reading, written communication, and mathematics [TAC §227.10(4)];
- Submit an application [TAC §227.10(a)(6)];
- Participate in an interview or other screening instrument to determine the educator preparation candidate's appropriateness for the certification sought [TAC §227.10(a)(6)];
- Complete a written assessment [TAC §227.10(b)]; and
- Meet any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(7)].

Out-of-country applicants whose first language is not English must demonstrate competency in the English language by submitting an official minimum score on the computer-based Test of English as a Foreign Language (TOEFL) [TAC 227.10(5) and TAC §230.11(b)(5)(C)]. 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)(e)]. No records for out-of-country applicants were reviewed.

In a review of twenty-five (25) current and past student records which included four (4) post-baccalaureate students, it was found that all documentation reflected the Texas State University educator preparation program's admission criteria. In a review of student records, it was noted that the GPA range was from 2.56-3.89. The students who had GPAs below the 2.75 were grandfathered in prior to the university's change in minimum GPA. Additionally, documentation in candidates' records noted the GPA exception. The program met the requirements of minimum GPA requirements per TAC §227.10(a)(3)(A) and TAC §227.10(3)(B).

It was noted in the records that a minimum of twelve (12) semester credit hours in the subject-specific content area for the certification sought was verified through the transcript review within the TRACS online system. Semester hour requirements met TAC §227.10(a)(3)(C).

Mastery of basic skills proficiency in reading, written communication, and mathematics was documented in twenty-four (24) of the twenty-five (25) records. Basic skills are met through SAT, ACT, and other nationally accepted testing to gain admittance into the university. Coursework that is required to be completed with a grade of C or better included Math 1315 or 1319 or 2417 or Math 2471; History 1310 and 1320 and Political Science 2310 and 2320; English 1310 and 1320, Philosophy 1305 or 1320; and Communications 1310 or 2338 with a grade of B or better (which is used as the other screening device). The program met the requirements of basic skills proficiency per TAC §227.10(4).

A completed electronic application was found in all twenty-five (25) records. Evidence of an application met the requirements of TAC §227.10(a)(6).

Per TAC §227.10(a)(6), all applicants are required to participate in an interview or other screening instruments to determine the candidate's appropriateness for the certification sought. Applicants are screened via coursework in COMM 1310 or its equivalent with a course grade of "B" or better. If the grade in the course is a "C", an interview with an Office of Educator Preparation (OEP) staff member is necessary. The interview consists of a standardized set of six (6) questions scored on a three (3) point rubric. In addition, if the grade in the communications course is below a "C", the course must be repeated. The program met the requirements of TAC §227.10(a)(6).

Per TAC §227.10(7), all applicants must meet any other academic criteria for admission that are published and applied consistently to all educator preparation candidates. According to the university catalogue, undergraduate students are required to attend a Teacher Education Admittance Seminar or complete the University Seminar 1100 course. Admittance also includes responding to one of two writing prompts which are then scored on a three (3) point rubric. Written samples were located in the student records. The program met the requirements of TAC §227.10(7).

The self-report submitted by Texas State University traditional educator preparation program documented that the public can find information about the program and its admission criteria on the Texas State University's website and online catalogue, and in brochures [TAC §227.10(7)].

Based on the evidence presented, Texas State University traditional educator preparation program is in compliance with TAC §227 - Admission Criteria.

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

FINDINGS:

Texas State University EPP is approved to offer teacher certification in forty-three (43) fields, three (3) supplemental areas, and nine (9) professional classes. For the purpose of this compliance audit, the Generalist EC-6 and ESL supplemental (ESL Generalist EC-6) were selected as the certification field for in-depth review.

According to the self-report, qualifications necessary to be selected as a course instructor include an advanced degree, Texas Teacher Certificate in a corresponding content and grade level or more than five (5) years' experience teaching content at specific grade level in a public or private school, or out-of state teaching certification in corresponding content and grade level, or principal/superintendent certification. Instructors' credentials were presented for review and criteria for selection verified. A total of thirty-nine (39) 2012-2013 ESL Generalist EC-6 faculty credentials were presented for review. It was verified that the faculty and instructors had the appropriate background and/or experience to provide instruction in this certification area.

In reviewing the ESL Generalist EC-6 curriculum, it was found that the educator standards were the curricular basis for instruction as required by TAC §228.30(a). Educator Standards alignment charts were provided for English Language Arts, Reading, Mathematics, Science, Social Studies, Art, Music, Theatre, Physical Education, Health, and English as a Second Language (ESL). All alignment charts provided evidence that the standards, knowledge, and skills statements were addressed within the coursework for candidates in the traditional undergraduate degree plan seeking a Bachelor of Science in Interdisciplinary Studies with initial teacher certification. Within each course, students are required to complete specific assessments and achieve specific grades. The reviewed curriculum met the requirements of TAC §228.30(a).

It was also noted that ESL Generalist EC-6 (Generalist EC-6 and ESL supplemental) curriculum provided evidence that it addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). The TEKS alignment chart, syllabi, and field-based experiences for the Generalist EC-6 certificate verified inclusion of the TEKS. Inclusion of TEKS into the certification requirements met the requirements of TAC §228.30(a).

The seventeen (17) subject matter topics were included in the coursework as prescribed TAC §228.30(b) as follows:

- The specified requirements for reading instruction adopted by the SBEC for each certificate were verified through a review of three (3) courses: RDG 3321 Literacy Instruction for EC-6; RDG 3315 Assessing Literacy EC-6; and RDG 3320 Integrating Reading and Writing. All middle school candidates are required to take RDG 3315 and RDG 4310. All high school candidates are required to take RDG 3323. Specifically fluency, text structure, word structure, vocabulary, and comprehension were addressed within the coursework. [TAC §228.30(b)(1)];
- Instruction in child development was verified in four (4) courses: CI 3315, ECE 4300, ECE 4310/4352 Early Childhood Block, and in student teaching [TAC §228.30(b)(3)];
- Instruction in student motivation was verified in ten (10) courses and student teaching [TAC §228.30(b)(4)];
- Instruction in learning theories was verified in five (5) courses [TAC §228.30(b)(5)];
- Awareness of the TEKS organization, structure, and skills was verified in eight (8) courses and in student teaching [TAC §228.30(b)(6)];
- Utilization of TEKS in the content areas was verified in eight (8) courses and in student teaching [TAC §228.30(b)(7)];
- The state assessment of students (STAAR) awareness was verified in ten (10) courses and in student teaching [TAC §228.30(b)(8)];
- Curriculum development and lesson planning instruction were verified in ten (10) courses and in student teaching [TAC §228.30(b)(9)];
- Classroom assessment and diagnosing learning needs instruction were verified in nine (9) courses and in student teaching [TAC §228.30(b)(10)];
- Classroom management / developing a positive learning environment instruction was verified in one (1) course and in student teaching [TAC §228.30(b)(11)];
- Instruction in the needs of special population students was verified as follows: ELPS were addressed in nine (9) courses and student teaching; Special Education was addressed in four (4) courses and student teaching; Gifted and Talented was addressed in four (4) courses and student teaching; ESL / Bilingual was addressed in three (3) courses and student teaching; and Dyslexia was addressed in three (3) courses and student teaching [TAC §228.30(b)(12)];
- Parent conferences and communication skills were verified in three (3) courses and student teaching [TAC §228.30(b)(13)];
- Instructional technology information was verified in five (5) courses and student teaching [TAC §228.30(b)(14)];
- Pedagogy/instructional strategies instruction was verified in nine (9) courses and student teaching [TAC §228.30(b)(15)]; and

- Differentiated instruction was verified in ten (10) courses and student teaching [TAC §228.30(b)(16)].

Six (6) clock-hours of test preparation not embedded in any other coursework were not provided for candidates prior to TExES testing as per TAC §228.30(b)(17) and TAC §228.35(a)(3). The evidence presented for review included the following: Thirteen (13) courses and student teaching. Additionally the program requires students to take a practice test in a large group at a scheduled session or in an administered “drop in” session (3 clock-hours); a preview of the test format and other test preparation tips are provided during student teaching “Round Up” meetings and in the program’s required professional development day for student teachers (1 clock-hour); periodic review sessions offered on a non-class day) by faculty (3 clock-hours); and the program recommends that students who cannot attend the in-person review session utilize the T-Cert online test preparation (3 clock-hours). This did not meet the requirements of TAC §228.30(b)(17) and TAC §228.35(a)(3).

Student teachers were asked to respond to a series of questions sent to them from TEA in order to verify aspects of the curriculum, its delivery and its effectiveness.

Ninety-five percent (95%) of candidates reported that they received a complete and clear syllabus for each course that included the following information: instructor contact information; course objectives; course outcomes; material to be used; long-term assignments/projects; assessments; and grading methods.

They also reported that they were provided instruction in the following areas:

95-99% Yes

- Child and/or adolescent development
- Theories of how people learn
- TEKS organization, structure, and skills
- Utilizing TEKS in the content areas
- How to develop a lesson
- How to utilize a variety of classroom assessments with students
- Models and Methodologies in classroom management prior to placement as a teaching candidate
- Laws and standards regarding students with special education needs
- Standards and teaching strategies for students with limited English proficiency
- Using a variety of instructional strategies in the classroom
- Differentiating or changing instruction to meet individual student needs

90-94% Yes

- Reading strategies across the curriculum for all grade levels
- Instructional methods for motivating students
- How to use formative assessments to diagnose student learning needs

85-89% Yes

- Texas Educators’ Code of Ethics
- Process of Curriculum Development

80-84% Yes

- Standards and teaching strategies for students designated as Gifted and Talented

75-79% Yes

- Teacher's Responsibilities for administering the state assessments
- Conducting Parent Conferences

Based on evidence presented, Texas State University traditional educator preparation program is in compliance with Texas Administrative Code Section §228.30 – Educator Preparation Curriculum.

COMPONENT IV: Preparation Program Coursework and/or Training (TAC) §228.35

FINDINGS:

Currently, the Texas State University traditional teacher certification program is delivered in a face-to-face format. The total program, per the degree plan, consists of 1800 clock-hours. As reported in the self-report, the total number of clock-hours for elementary/middle certification is 811 clock-hours; for secondary certification 320 clock-hours; and for all-level certification 320-1025 clock-hours. The degree plan, the student record database, and reviewed transcripts provided verification of clock hours. The total required clock-hours met the requirements of TAC §228.35(a)(3). However, evidence was not presented that within the total clock-hours of coursework a minimum of six (6) clock-hours of explicit certification test preparation was presented. As a result, the program did not meet the requirements of TAC §228.35(a)(3).

Evidence of one hundred four (104) clock-hours of field-based experiences prior to student teaching [TAC §228.35(a)(3)(A)] were found in ten (10) student records. The field-based block is completed in three (3) courses as follows: CI 4325; Reading 3321; and Reading 3315 which are completed in sequence for 2 days per week for 15 weeks.

Evidence that field-based experiences occur in a variety of educational settings with diverse student populations including observation, modeling, and demonstration of effective practices to improve student learning per TAC §228.35(d) was noted in a review of the database kept by the program. The specific schools utilized for the Generalist EC-6 ESL included six (6) school districts and eleven (11) elementary schools in districts located on the IH 35 corridor. Field-based experiences requirements of TAC §228.35(d) were met.

Eighty (80) clock-hours of coursework prior to student teaching per TAC §228.35(a)(3)(B) were verified by a review of the degree plan in ten (10) student records reviewed. This meets the requirements of TAC §228.35(a)(3)(B).

Student teaching [TAC §228.35(d)(2)(A)] was conducted for a minimum of thirteen weeks (exceeding the requirements of TAC). A review of the Student Handbook, information on the website, the degree plan, and a review of ten (10) student records verified that student teaching occurred per TAC §228.35(d)(2)(A).

Evidence was available in the electronic records that student teaching took place in an actual school setting rather than a distance learning lab or virtual school setting prohibited by TAC §228.35(d)(2)(C)(ii).

According to TAC §228.35(e), in order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a cooperating teacher during the candidate's student teaching

experience. A review of Texas State University's electronic records provided evidence that all student teachers were assigned a cooperating teacher. According to TAC §228.35(e), Texas State University EPP is responsible for providing cooperating teachers training that is scientifically-based or verify that training has been provided by a school district or education service center. Evidence presented for review included the *Cooperating Teacher Handbook* for the 2012-2013 academic year that specifically outlined policies and procedures for cooperating teachers including the current Code of Ethics, and a Cooperating Teacher Training PowerPoint presentation dated January 7, 2013. Verification of receipt of the cooperating teacher was acknowledged by signature and date that the material was received. 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. Texas State University presented candidate placement information and field supervisor logs indicating that an appropriate field supervisor was assigned to each student teacher. Evidence of field supervisor training for August, 2011 and spring 2012 was available. In addition, field supervisor training agenda for August 14, 2012, with fifty-four (54) participants signing-in was provided. The January 7, 2013, agenda and original sign-in sheets verified that seventy-six (76) field supervisors attended. The program met the requirements of TAC §228.35(f).

Initial contact by the field supervisor was made within the first three weeks of the student teaching placement as required by TAC §228.35(f). Contact may be made by telephone, email, or other electronic communication. A review of ten (10) student records noted that first contact occurred in a group class setting during the student teaching course and prior to beginning student teaching. The field supervisor logs and database recorded that the first contact occurred within the first 3 weeks of assignment. Initial contact of the student teaching candidates by the field supervisors met the requirements of TAC §228.35(f).

A total of three observations [TAC §228.35(f)(4)] must be conducted during the student teaching assignment and must be at least 45 minutes in duration [TAC §228.35(f)(1)]. It also states that the first observation must be conducted within the first six weeks of student teaching. The electronic database records for student teachers and field supervisor contact logs verified that the observations were completed on an appropriate schedule. Observation forms by the field supervisor noted that the observations were a minimum of 45 minutes in duration as documented with start and stop times of the observation noted on the observation instrument. The program met the requirements of TAC §228.35(f) and TAC 228.35(f)(4).

Furthermore, TAC §228.35(f) requires that the field supervisors document instructional practices observed and provide written feedback through an interactive conference with the candidates. Because the evidence presented for review (the field supervisor logs and the student teacher database records) did not include evidence of an interactive conference, the program does not meet the requirements of TAC §228.35(f).

It is also the responsibility of Texas State University field supervisors to provide a copy of the written feedback to the candidate's campus administrator as required by TAC §228.35(f). A dated copy of an electronic letter that was sent to the campus principal with observation results attached provided evidence of compliance. This met the requirements of TAC §228.35(f).

Additional informal observations and coaching were provided by the program as specified in TAC §228.35(f). A review included database records for applicable student teachers. This met the requirements of TAC §228.35(f).

Based on the evidence presented, Texas State University EPP 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:

Texas State University has a candidate assessment and benchmarking process as prescribed by TAC §228.40(a). Documentation detailing the benchmark activity, timeline (block system), person responsible, and coursework required prior to advancement to the next block was reviewed. A review of ten (10) candidate records verified benchmark progression through the program. The candidate assessment and benchmarking process met the requirements of TAC §228.40(a).

Readiness for testing [TAC §228.40(b) and TAC §230.21(c)] was determined by completion of specified coursework, completion of the field experience block, completion of the 13 week student teaching block, and completion of a practice test on a representative exam. 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. Because the blocks are static and students cannot progress to the next block without meeting each requirement, the program met the requirements of readiness for testing per 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 performance data, scientifically-based research practices, and the results of internal and external assessments should be included in the evaluation process. Documentation detailing the evaluation activity, timeline, person responsible, agendas and advisory committee meeting minutes, PEEQ and CREATE data, principal surveys, and student success within the program and on certification exams were included in the evaluation process. Data regarding the evaluation of the program's design and delivery of the curriculum met the requirements of TAC §228.40(c).

According to TAC §228.40(d), the 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. At the time of the on-site audit, it was verified that student records are maintained electronically in TRACS and in paper format. The Office of Educator Preparation (OEP) is in the process of uploading records that are in paper format into TRACS. All records are securely stored on the second floor in the Texas State University College of Education Office of Educator Preparation. The retention of records met the requirements of TAC §228.40(d).

Based on evidence presented, Texas State University EPP 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 (relating to Educators' Code of Ethics).

Texas State University EPP ensures that the individuals preparing candidates demonstrate adherence to TAC §228.50 and TAC §247.2 by having them sign an acknowledgement of reading and understanding the current code of ethics.

Texas State University EPP ensures that the candidates themselves demonstrate adherence to TAC §228.50 and TAC §247.2 by providing the information in a handbook and by having the candidates sign an acknowledgement of reading and understanding the Texas Educator's Code of Ethics. The coursework /alignment charts indicated that Texas State University provided instruction in the Code of Ethics as one of the seventeen (17) curriculum topics in the following three courses: CI 3310 Public Ed in Multicultural Society; CI 4325 Classroom Management and Teacher-Student Relationships; and in EDST 4687 Student Teaching EC-6. Teaching of the code of ethics and standard practices for Texas Educators met the requirements of TAC §228.30(b)(2).

In the review of documentation during the on-site audit, four hundred fifty-three (453) undergraduate students, graduate students, faculty, field supervisors, staff, and cooperating teachers had signed the current Code of Ethics statement.

Based on evidence presented, Texas State University EPP is in compliance with Texas Administrative Code §228.50 – Professional Conduct.

Texas Administrative Code §229

Current Accreditation Status

Texas State University EPP is currently rated "Accredited" for the 2011-2012 academic year.

Standard I: Results of Certification Exams

Pass Rate Performance:	2009-2010 70% Standard	2010-2011 75% Standard	2011-2012 80% Pass Rate
Overall:	97%	100%	95%
Test Areas:			
English Language Arts and Reading 4-8	66.7%	NA	NA
Mathematics/Science 4-8	33.3%	NA	NA
BTLPT - Spanish	NA	NA	0%
Mathematics 4-8	NA	NA	66.7%

PROGRAM RECOMMENDATIONS

Program Compliance Actions are based on the findings of the Texas Education Agency compliance audit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) 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 beginning in 2010.

General Recommendations and Standard 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 must be addressed:

TAC §228.20 Governance of Educator Preparation Programs

- Require the advisory committee to conduct two meetings per academic year. An academic year is from September 1 – August 31 of any given year. This should be corrected immediately.

TAC §228.30 Educator Preparation Curriculum

- Require six (6) clock-hours of certification test preparation not embedded in any other curriculum elements per TAC §228.30(b)(17) and TAC §228.35(a)(3). This should be corrected immediately.

TAC §228.35 Program Delivery and Ongoing Support

- Require six (6) clock-hours of explicit test preparation that is not embedded any other curriculum elements per TAC §228.35(a)(3). This should be corrected immediately; and
- Require that each field supervisor document a post-observation conference that occurs with the student teacher per TAC §228.35(f). This should be corrected immediately.

GENERAL PROGRAM RECOMMENDATIONS:

Component I: Governance of Educator Preparation Programs:

- Continue to maintain the advisory committee invitations, agendas, minutes, and attendance records as evidence for future audits;
- Consider expanding the advisory committee membership to include former students who will provide insight into the curriculum and program processes that they have experienced;
- Consider rotating the advisory committee membership after 3-5 years to bring in fresh insight and input;
- Continue to provide yearly advisory committee training at one (1) of the two (2) meetings to ensure that new members are trained; and

- Consider utilizing an advisory committee agenda template to ensure that required TAC items are covered during the two meetings per year.

Component III: Educator Preparation Curriculum

- Consider utilizing the TEA developed training for meeting “Teachers’ Responsibilities for the STAAR test administration at <http://texas.testsecuritytraining.com/TestAdministratorTraining.aspx>. It may be used in a large group setting or individually. A certificate can be printed upon completion. This is the same training that certified teachers must complete prior to STAAR testing; and
- Consider improving the method of documenting both the content and PPR-EC-12 test preparation. The documentation should and the specific methods and total time used in test taking strategies. The six (6) clock-hours of test preparation must not be embedded any coursework. An example would be to utilize the T-Cert training with the verifiable training certificate which verifies 6 clock-hours of test preparation in both the content field and the PPR-EC-12.

Component IV: Preparation Program Coursework and/or Training

- The field supervisors need to submit all observation documentation to the program for audit purposes; and

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

- Consider utilizing T-Cert training with the verifiable training certificate reflecting six (6) clock-hours of test preparation in both the content field and PPR-EC-12 as an indicator of readiness to test.

Standard 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;
- Continue to participate in webinars provided by the Division of Educator Certification and 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 and 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 / Student Teacher / Candidate / Field Supervisor / Cooperating Teacher;
- Ensure that the Dean/Director/Program Staff utilize the EPP Staff Information page to access pertinent information that EPP’s frequently request. The link was provided directly after the audit; and
- Ensure that TEA staff has the most current and up-to-date contact information by sending an email to the program specialist assigned.