

Compliance Audit Report 2015-2016 Houston Baptist University

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.texas.gov for details.

Contact Information: Carol McGaughey, Ed.D., Acting Dean, College of Education

County/District Number: 101-510

SBEC Approval Date: September 9, 1972

Texas Education Agency Education Preparation Program Specialist, Vanessa Alba, conducted a compliance desk audit of Houston Baptist University Educator Preparation Program (EPP), located at 7502 Fondren Road, Houston, TX 77074, in April, 2016, as required by Texas Administrative Code (TAC) §228.10(c) and TAC §229.6(a) which states that educator preparation programs "shall be reviewed at least once every five years". The focus of the audit was the Traditional Undergraduate Program and the EC-6 curriculum. The program's accreditation status is "Accredited". The following are the findings of the desk audit.

Scope of the Compliance Audit:

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

Data Analysis:

Information concerning compliance with TAC governing educator preparation programs was collected by various qualitative means. A self-report was submitted to TEA on February 1, 2016. TEA review of documents, student records, course material, and curriculum correlations charts provided evidence of compliance. In addition, TEA sent electronic questionnaires to Houston Baptist University EPP stakeholders. A total of 152 out of 452 (34%) responded to the questionnaires as follows: 27 out of 45 (60%) advisory committee members; 37 out of 145 educator candidates (26%); 41 out of 115 (36%) principals; 47 out of 126 (37%) cooperating teachers/mentors; and 0 out of 21 (0%) field supervisors. 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.

Findings, Compliance Issues, and Recommendations:

“Findings” indicate evidence that was collected during the compliance audit process. If the program is “NOT in compliance” with any identified component, the program should consult the Texas Administrative Code and correct the issue IMMEDIATELY. A “compliance plan” may be drafted during the desk audit that identifies compliance issues to be addressed. A timeline for completion will be agreed upon between TEA and the program. Program “recommendations” are suggestions for general program improvement and no follow up is required.

Ongoing Communication and Action Plan:

A communication between TEA program specialist and the Houston Baptist University Acting Dean and staff occurred via phone conference on May 2, 2016 to discuss findings and request additional information. Additional items were submitted by the program via email on May 11, 2016. The audit was closed on May 12, 2016.

No compliance plan was required of the program. General recommendations are incorporated into the report.

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

FINDINGS:

1. Carol McGaughey, Ed. Acting Dean, College of Education, provided support, participated in all aspects of the desk audit, and is accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification [TAC §228.20(c) and TAC §228.2(8)];
2. The advisory committee currently consists of 42 members representing four groups (20 members represent public/private schools, 17 members represent higher education, one (1) member represents an ESC and four (4) members represent business/community. A list of advisory committee members and original sign-in sheets at meetings was provided as evidence of membership. Houston Baptist University EPP meets TAC §228.20(b) minimum requirements for advisory committee composition;
3. There was evidence in minutes and agendas verifying advisory committee meetings were held during the past three academic years. Meeting dates were verified as follows:
 - February 27, 2013 -26 members present
 - May 6, 2013 - 24 members present
 - October 9, 2013 - 26 members present
 - March 5, 2014 – 22 members present
 - October 8, 2014 – 32 members present
 - March 25, 2015 – 23 members present
 - October 13, 2015 – 24 members present

Houston Baptist University EPP meets TAC §228.20(b) minimum requirements for advisory committee meetings twice during each academic year (September 1-August 31);

4. Agendas, minutes, and attendee records indicated that the members assist in the design, delivery, evaluation, and major policy decisions of the EPP and meet the minimum requirements of TAC §228.20(b) and TAC §228.1(a); and
5. There was evidence that advisory committee members understand their roles and responsibilities as noted in the Advisory Committee Meeting minutes, agendas and attendance records. Training was provided on February 27, 2013 with roles and responsibilities outlined, a handbook was provided at the May 6, 2013, and an Advisory Committee PPT was provided for the 2014-2015 academic year. All were noted in the minutes. Beginning in the fall 2016, the program will send the TEA PowerPoint to its members before the meeting as additional training. Members will also receive a PDF of the Handbook prior to the meeting and a hard copy of the Handbook at the Advisory Committee meeting. The TEA requirements, and Committee members' responsibilities are explained as the meeting proceeds through the Agenda. Houston Baptist University EPP meets minimum requirements of yearly Advisory Committee training per TAC §228.20(b).

Compliance Issues to be addressed:

- None

Recommendations:

- Provide an incentive to the members of the Advisory Committee for their involvement and assistance with the Houston Baptist University Educator Preparation Program (EPP) by providing Continuing Professional Education (CPE) credit to members who need CPE hours for the renewal of their Texas certificates.

Based on the evidence presented, Houston Baptist University Educator Preparation Program (EPP) 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:

1. Houston Baptist University EPP admission requirements as identified on the website and self-report require the applicant to:
 - A. 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), TAC §227. 5(2) and TAC §230.11)];
 - B. Have a minimum 2.5 GPA or at least a 2.5 in the last 60 semester credit hours [TAC §227.10(a)(3)(A)];

- C. Demonstrate basic skills in reading, written communication and mathematics as demonstrated by a satisfactory scores on the Texas Higher Education Assessment (THEA) or an approved exemption [TAC §227.10(a)(5) and TAC §230.37(a)];
 - D. Demonstrate English language proficiency skills as specified in §230.11 of this title (relating to General Requirements) §230.11(b)(5) be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching as evidenced by TOEFL or an advanced degree where the language of instruction is English;
 - E. Submit an application [TAC §227.10(a)(6)];
 - F. Complete an interview [TAC §227.10(a)(6)];
 - G. Professional classes of certification are required to hold standard teaching certificates [TAC §227.10(a)(7)];
 - H. Complete a written assessment [TAC §227.10(a)(6)];
 - I. Submit to a resume evaluation [TAC §227.10(b)];
 - J. All applicant are required to submit at least two letters of recommendation [TAC §227.10(a)(7)];
 - K. Out of country applicants are required to meet the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in Chapter 245 of this title (relating to Certification of Educators from Other Countries) [TAC §227.10(e)];
2. Twenty (20) candidate records were provided to verify that admission requirements are followed;
 3. Transcripts for each of the twenty (20) files reviewed were provided to verify that all were enrolled as either an undergraduate or post-baccalaureate student at Houston Baptist University [TAC §227.10(a)(1), TAC §227.5(2) and TAC §230.11];
 4. Transcripts for twenty (20) candidates were provided to verify a GPA range of 2.32-3.95 at the time of admission [TAC §227.10(a)(3)(A)];
 5. Files were provided for review (19/20 files (95%) to document that candidates met the basic skills requirement in reading, written communication and mathematics as verified on transcripts by THEA or Bachelor's Degree [TAC §227.10(a)(5) and TAC §230.37(A)];
 6. The 20 candidates were admitted with a minimum of 12 semester credit hours in the subject-specific content area for which certification is sought or 15 semester credit hours in math or science if the candidate intended to teach in grades 7-12. The program requires post-bac applicants to have 24 semester credit hours in the subject-specific content area. Their transcripts were reviewed as verification of evidence of compliance [TAC §227.10(a)(4)(A-B)];
 7. It was verified that files reviewed contained a completed signed and dated paper application (20 files reviewed) [TAC §227.10(a)(6)];

8. An interview scored on a rubric was required of all applicants. The applicant Interview questions and rubric were submitted for each applicant (17/20 files reviewed – 85%). The program met the interview requirement as prescribed [TAC §227.10(a)(6)];
9. A written assessment is required of all applicants and was found in each of the files (20) reviewed [TAC §227.10(a)(6)];
10. Applicants seeking professional classes of certification are required to submit credentials and standard certificates for review. Two professional files (educational diagnostician and school counselor) were reviewed and both met the requirement [TAC 227.10(a)(3)(B)];
11. The program also requires applicants to submit letters of recommendation. At least two letters of recommendation were found in each file reviewed (20) and met the requirement as prescribed [TAC §227.10(a)(7)];
12. The resume evaluation was found in 15/20 files (75%) reviewed. The files that did not contain the resume evaluation were due to the resume evaluation not being a requirement at the time the applicant was admitted [TAC §227.10(a)(7)];
13. Three files reviewed were out-of-country files. All three had evidence of transcript evaluations by Josef Silney and Associates, Inc. or Span Tran. One file contained evidence of TOEFL (all parts completed) with a minimum passing score of 26 on the speaking portion. The other two files contained evidence of an advanced degree from a US school and Canadian school where the language of instruction was English. The program met the requirement as prescribed [TAC 227.10(a)(6)];
14. It was verified that student records (20 files reviewed) that evidence a candidate's eligibility for admission to the program and evidence completion of all program requirements are kept for a period of 5 years. Those records are kept securely in paper format. The program provided a photo of the locked file room where records are stored [TAC 228.40(d)].
15. Houston Baptist University was advised of future implementation rules as follows:
 - (a) Formal Admission TAC §227.17(a) for an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all of the admission requirements specified in 227.10 of this title (relating to Admission Criteria).
 - (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.
 - (c) For an applicant to be considered admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.

§227.19(a) Incoming Class Grade Point Average

- (a) The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. In computing the overall GPA of an incoming class, an EPP may:

(1) Include the GPA of each person in the incoming class based on all coursework previously attempted by the person at an accredited institution of higher education from which:

(A) The applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or

(B) The most recent bachelor's degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or

(2) Include the GPA of each person in the incoming class based only on the last 60 semester credit hours of all coursework attempted by the person at an accredited institution of higher education from which:

(A) The applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or

(B) The most recent bachelor's degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission).

(b) A person seeking career and technical education certification is not included in determining the overall GPA of an incoming class

(d) The date of formal admission shall be effective upon the applicant's acceptance of the offer of formal admission.

Compliance Issues to be addressed:

- None.

General Recommendations:

- None.

Based on the evidence presented, Houston Baptist University EPP is in compliance with TAC §227.10 - Admission Criteria.

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

FINDINGS:

1. The curricular scope of the desk audit focused on the EC-6 certification field content;
2. The program was advised about new requirements in Texas Education Code (TEC) §21.044(e) regarding the following:
 - Consistent and accurate information provided to all educator candidates on the high expectations in the state;
 - Consistent and accurate information provided to all enrolled educator candidates on the responsibilities that educators are required to accept;
 - Consistent and accurate information provided to all applicants and enrolled candidates on the skills that educators are required to possess; and
 - Consistent and accurate information provided to all enrolled candidates concerning the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H; and
 - Consistent and accurate information provided to all enrolled candidates on the importance of building strong classroom management skills;
3. The EC-6 alignment chart, PPR EC-12 alignment chart, Tech Apps Alignment Chart, syllabi and course outlines were provided as evidence of compliance. The program met the requirements that the educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation [TAC §228.30(a)];
4. A TEKS Correlation Alignment Chart completed by the program syllabi, lesson plans, and focused field-based experiences served as evidence that the relevant Texas Essential Knowledge and Skills (TEKS) are taught to all candidates. The specific courses reviewed are noted throughout Component 3. All coursework, syllabi and professor notes were reviewed to determine compliance [TAC §228.30 (a)];
5. Syllabi detailing the assessments used in each course were provided for each course offered. Two representative courses were selected for review. They were EDRE 5310 Reading and EDUC 4301 Curriculum and Instruction in the Elementary School. Assessments included a midterm and final with short answer, multiple choice, essay and analysis type questions. Specific evidence, in the form of a transcript for each candidate, documented that each candidate had met the requirement of structured assessments of each candidate's progress throughout the EPP as prescribed [TAC §228.40(a)];
6. A review of course outlines, activities and assessments provided evidence that the curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS [TAC §228.30(b)];
7. Coursework and training is sustained, rigorous, interactive, student-focused, and performance-based, intensive, and classroom focused. This was noted in syllabi

presented and coursework reviewed. All coursework, syllabi and professor notes were reviewed to determine compliance. Specific courses will be referenced in the remainder of Component 3. The coursework and training meets requirements as prescribed [TAC §228.30(b) and TAC §228.35(a)(2)];

8. It was noted that reading instruction was taught in EDRE 5310 Reading, EDBI 3335, EDBI 3337, EDBI 4304, EDBI 4305 and EDBI 4350, EDBI 5350, EDEC 4313, EDRE 4350 and EDRE 4351.01. Included in the coursework were the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension [TAC §228.30(b)(1)];
9. The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) is specifically taught in all coursework and is addressed in all syllabi. Candidates are provided with the Code of Ethics in the Student Handbook. They are also required to sign/date an acknowledgement of reading and understanding the Code of Ethics. The program meets the requirement as prescribed [TAC §228.30(b)(2)];
10. The skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards) [TAC 228.30(3)] which include:
11. Instructional planning and delivery is addressed in the following coursework: EDRE 5310, EDBI 3335, EDBI 3337, EDBI 4304, EDBI 4305, EDBI 4307, EDBI 4350, EDBI 5315 and EDBI 6305. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(A)];
12. Knowledge of students and student learning are addressed in the following coursework: EDRE 5310 Reading, EDBI 3335, EDBI 3337, EDBI 4304, EDBI 4305, EDBI 4307, EDBI 4350, EDBI 5304, EDBI 5305, EDBI 5315, EDBI 3335, EDBI 5350, EDBI 6305, EDRE 4320.11 and EDSP 4302.01. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(B)];
13. Content knowledge and expertise is addressed in the following coursework: EDRE 5310 Reading, EDBI 3335, EDBI 3337, EDBI 4304, EDBI 4305, EDBI 4307, EDBI 4350, EDBI 5304, EDBI 5305, EDBI 5315, EDBI 3335, EDBI 5350, EDBI 6305, EDBI 6307 and EDSP 4302.01. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(C)];
14. Learning environment is addressed in the following coursework: EDRE 5310 Reading, EDBI 3335, EDBI 3337, EDBI 4304, EDBI 4305, EDBI 4307, EDBI 4350, EDBI 5304, EDBI 5305, EDBI 5315 and EDBI 5350. Syllabi, alignment charts and a review of coursework served as evidence [TAC §228.30(b)(3)(D)];
15. Data-driven practice is addressed in all coursework required for certification. Syllabi, alignment charts and a review of coursework served as evidence [TAC §228.30(b)(3)(E)];
16. Professional practices and responsibilities is addressed in all coursework required for certification. Syllabi, alignment charts and a review of coursework served as evidence [TAC §228.30(b)(3)(F)];

17. Instruction in detection and education of students with dyslexia as indicated in the Texas Education Code [TEC §21.044(b)] was provided to candidates in EDRE 5310 Reading, EDBI 3335, EDBI 3337, EDBI 4304, EDBI 4305 and EDSP4302/5302 [TAC §228.35(a)(4)]; and
18. Instruction in detection and education of students with mental and emotional disorders, as indicated in the Texas Education Code [TEC) §21.044(c-1) and (c-2)] was provided to candidates in EDSP4302/5302 [TAC §228.35(a)(5)].

Educator candidates and mentor/cooperating teachers reported the following regarding instruction in their respective questionnaires:

Instruction Provided in the Following Areas:	Candidates Yes/No/Don't Know	Mentor/Cooperating Teachers Yes/No
Provide reading instruction in your certification field and grade level covering phonics, phonemic awareness, fluency, vocabulary development, and comprehension strategies	96% / 4% / 1%	87% / 13%
Identifying and modifying instruction for students diagnosed with Dyslexia	92% / 4% / 4%	50% / 50%
Providing support and modifications for students diagnosed with mental or emotional disorders	96% / 4% / 0%	78% / 23%
Use TEKS specific to your certification field	100% / 0% / 0%	96% / 4%
Administer the STAAR or end of course exams	77% / 19% / 4%	69% / 31%
Design clear, well organized, sequential lessons that build on students' prior knowledge	100% / 0% / 0%	91% / 9%
Design developmentally appropriate standards-based lessons	100% / 0% / 0%	-

Design lessons to meet the needs of diverse learners	100% / 0% / 0%	-
Communicate clearly and engage students in a manner that encourages a student's persistence and best efforts	100% / 0% / 0%	91% / 9%
Lead class discussions and activities that provide opportunities for developing higher order thinking skills	100% / 0% / 0%	85% / 15%
Check for understanding and give immediate feedback, and make lesson adjustments as necessary	100% / 0% / 0%	93% / 7%
Instill the belief that all of your students have the potential to achieve at high levels	100% / 0% / 0%	96% / 4%
Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning	100% / 0% / 0%	93% / 7%
Facilitate each student's learning by employing evidence-based practices and concepts	100% / 0% / 0%	89% / 11%
Apply major concepts, themes, multiple perspectives, assumptions, inquiry, structure, and real-world applications of your	100% / 0% / 0%	96% / 4%

grade-level and subject-area content		
Design and execute lessons that are consistent with the concepts of your specific discipline and are aligned to state standards	100% / 0% / 0%	89% / 11%
Utilize content-specific pedagogy that meets the needs of diverse learners	100% / 0% / 0%	-
Create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds	100% / 0% / 0%	100% / 0%
Establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior	100% / 0% / 0%	85% / 15%
Engage students in active learning as indicated by their level of motivation and on-task behavior	100% / 0% / 0%	-
Create and implement formal and informal methods of measuring student progress	100% / 0% / 0%	91% / 9%
Set individual and group learning goals and communicating these goals to students and families	100% / 0% / 0%	91% / 9%
Collect, review, and analyze data to monitor student	100% / 0% / 0%	91% / 9%

progress		
Utilize data you collect and analyze to plan your instructional strategies	100% / 0% / 0%	91% / 9%
Reflect on your teaching practice to improve your instructional effectiveness	100% / 0% / 0%	-
collaborate with your colleagues and accept constructive feedback from peers and administrators	100% / 0% / 0%	93% / 7%
Seek out opportunities to lead students and other educators	96% / 0% / 4%	-
Model ethical and respectful behavior and demonstrate integrity as defined in the Texas Educator's Code of Ethics	100% / 0% / 0%	100% / 0%

Compliance Issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, Houston Baptist University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code Section §228.30.

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

FINDINGS:

1. Houston Baptist University EPP coursework and training are designed to ensure that the educator is effective in the classroom. A sample degree plan was provided and degree plans for all files reviewed were submitted as evidence of compliance [16/20 (80%)]. Three files reviewed were for candidates in the post-bac program and did not seek certification. Two files were for a professional class of certification (educational diagnostician and school counselor). The school counselor candidate changed to a Curriculum & Instruction (C&I) degree and ultimately did not seek certification. The program also submitted syllabi and course module/schedule [TAC §228.35(a)(1); TAC §228.2(5)];
2. The total program hours for undergraduate program was 1855-1955 depending on certification field. The total hours for the post baccalaureate program was 300 or 550 depending on certification field. The program hours chart as well as verification of hours completed for files reviewed served as evidence of compliance [TAC §228.35(a)(3); TAC §228.2(5)];
3. The total field-based experiences for candidates in the undergrad program was listed on the hours chart as 80 or 170 clock-hours depending on the certification field and grade level. The total field-based experiences for post baccalaureate candidates was 55 clock-hours. This was verified in 18/20 files reviewed. Houston Baptist University EPP provided information noting that each candidate was placed in either public or private schools. Campus demographic information noting variety of educational settings with diverse student population was also provided for each candidate file reviewed. All field-based experiences took place prior to clinical teaching [TAC §228.35(a)(3); TAC §228.35(d)(1)(A-E); TAC §228.2(4); TAC §228.2(9)];
4. The undergraduate program curriculum review, degree plans and course/module schedule revealed that the program has a total of 1755-1875 clock-hours prior to clinical teaching depending on grade level and certification field. In the post baccalaureate program, 90 to 495 total clock-hours were completed prior to clinical teaching or internship depending on the certification field or program [TAC §228.35(a)(3)(B)];
5. The program requires candidates complete 15 weeks of clinical teaching or a year long (180 day internship) [16/20 files reviewed (80%)]. Clinical teaching placement lists, degree plans, and requirements stated in handbooks served as evidence of compliance. Three of the candidates reviewed did not seek certification in the post-bac program. There was one professional file reviewed, but no documentation to support the practicum completed. The program submitted a second file from same year at the request of TEA. That file contained all required documentation to support that the practicum was completed [TAC §228.35(d)(1); TAC §228.35(d)(2)(a); TAC §228.35(d)(2)(B)(i); TAC §228.2(4)];
6. The clinical teaching experience or internship occurred in an actual school setting rather than a distance learning lab or virtual school setting for the 16 files reviewed. Documentation in the form of placement lists with start and end dates for each candidate served as evidence of compliance [TAC §228.35(d)(2)(C)(ii)];
7. All coursework and training is completed prior to educator preparation program completion and standard certification. Program benchmarks verified by degree plans and transcripts for 16/20 (80%) files were reviewed [§228.35(a)(4)];

8. Evidence was provided that each candidate was assigned a cooperating teacher or mentor teacher in an actual public/private school setting. A candidate placement list with cooperating or mentor teacher assigned with start/end dates of the assignment noted served as evidence of compliance for 17/20 (85%) files reviewed. One professional candidates had no site supervisor. A second file was submitted as requested by TEA. That file contained evidence that a site supervisor was assigned. The program met the requirement as prescribed [TAC §228.35(e); TAC §228.2(6)];
9. There was evidence provided that Houston Baptist University EPP provided mentor/cooperating teacher training. Original signatures on documentation retained by the program and dated sign-verification of online training verified training was received. The training material utilized by the program was also provided for review. Additionally, the program provided the following as evidence of compliance: Clinical Teaching Handbook; Fieldwork Mentor Training PPT; and Clinical Teaching Module 1-3 PPTs for clinical teachers [TAC §228.35(e)];
10. There are 11 field-supervisors at Houston Baptist University. Ten out of 11(91%) hold an appropriate in-state or out-of-state teacher/mid-management certificate. Resumes/vitas detailing field supervisor credentials along with current certifications were provided for review. The program provided candidate placement lists with field supervisors assigned as evidence of compliance. It was verified that field supervisors met the requirements as prescribed [TAC §228.35(f); TAC §230.37(c)(2)];
11. The field supervisors receive yearly training as prescribed. Field supervisor training was provided for two academic years noting that nine field supervisors were trained in August 2014 and 11 field supervisors were trained in January 2015. Original signatures on documentation provided the date training was received as evidence. Training material (handbook) was also provided. The program uses a modified TEA TXBESS Training. The Clinical Teaching Handbook 2015-2016 was provided which also outlined responsibilities of the field supervisor. The program met the field-supervisor training [TAC §228.35(f)];
12. Houston Baptist University EPP provided evidence that field supervisors made initial contact within the first 3 weeks of assignment as required. The first contact provided for 17/20 (85%) files reviewed and the method of documentation was an orientation meeting. The field supervisor contact log and information in candidate records noted the start date of clinical teaching or internship. The program met the requirements of initial contact by the field-supervisor as prescribed [TAC §228.35(f)];
13. Documentation was provided for three observations for each candidate within the 15 week clinical teaching or year long (180 day) internship for 15/20 (75%) files reviewed. Observation forms signed by the candidate and field supervisor served as evidence of compliance. The one Professional Class files reviewed contained no evidence of observations, but the second file submitted contained required evidence. The program met the requirements of field-supervision as prescribed [TAC §228.35(f)(4)];

14. Each observation was documented as 45 minutes in length, conducted by the field supervisor, and was on the candidate's site in a face-to-face setting. The documentation for each candidate reviewed was the observation form with start/stop time noted for 16/20 files reviewed [TAC §228.35(f)(1)];
15. It was verified that the first observation occurred within the first 6 weeks of assignment for each candidate reviewed (16/20 files). [TAC §228.35(f)(2)];
16. It was verified that the field supervisors documented instructional practices observed and provided written feedback through an interactive conference with each candidate. The program provided a signed dated observation instrument for each candidate (16/20) files reviewed. The program met the requirements as prescribed [TAC §228.35(f)];
17. There was evidence that the program provided a copy of each observation to the campus administrator. Field supervisors' emails to campus administrators were provided per HBU policy for 18/20 (90%) files reviewed. The program met the requirements as prescribed [TAC §228.35(f)]; and
18. A dated observation instrument and field supervisor log evidenced informal observations and coaching for four candidates. The program met the requirements for informal observations and coaching. [TAC §228.35(f)].

Recommendations:

- Review closely the requirements for field supervision and practicum for professional classes of certification that the program is approved to offer. The purpose is to ensure that the program meets minimum requirements of TAC for observations and practicum experience for professional classes of certification.

Based on evidence presented, Houston Baptist University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40

FINDINGS:

1. Houston Baptist University EPP has established benchmarks to ensure that candidates are prepared to receive standard certification [TAC §228.40(a)]. Documentation detailing the benchmark activity, timeline, and person responsible and the candidate record showing progression through the program was provided as evidence for candidate files reviewed. The undergraduate benchmarks included Admission, Completion of first semester in EPP, Completion of Phase 2 Approval to take exams and Clinical Teach and Completion of Phase 3 Clinical Teaching. Within this process, there are multiple assessments, in-course field experiences and throughout the process there is performance monitoring, intervention and documentation. The post-bac MEd Benchmarks were also provided and are similar to undergrad benchmarks. The program also provided EPP Candidate Survey Results for the 2012-2013 academic year and the EPP Candidate Exit Survey Results for 2015 as evidence of compliance;
2. Policies and procedures for detailing the criteria for testing are available to candidates. The program provided the record of practice exams taken by each file reviewed and the date of test approval as evidence of compliance. Houston Baptist University EPP met the requirement of determining each candidate's readiness to test as prescribed [TAC §228.40(b); TAC §230.21(c)];
3. The program provided evidence that it does not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of the requirements for admission to the program and has been fully accepted into the educator preparation program. Each candidate file reviewed contained a dated candidate record noting the date of test approval for the PPR EC-12 exam. The dated letter of admission to the EPP signed by each candidate also served as evidence of compliance. The program met the requirements as prescribed [TAC §228.40(b)]; and
4. The program continuously evaluates 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. The evidence provided included documentation detailing the evaluation activity, timeline, and person responsible. The program also provided advisory committee meeting feedback, and the 2014 certification pass rates (# of tests taken and passed) for each content area. Based on the pass rates, the program has made changes to the educational diagnostician and educational administration programs. The program has also added two additional special education courses with fieldwork based on the review of data. The EC-6 program evaluation with goals/assessments/criteria for improvement for the past two academic years was also provided. The Evaluation of the Clinical Teaching Program was given to each clinical teacher at the end of their term with the program and the results provided. The retention rates for post baccalaureate intern candidates for 2014-2015 was also provided. The program met the requirement as prescribed [TAC §228.40(c)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, Houston Baptist University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates of Candidates for Certification and Program Improvement.

COMPONENT VI: Professional Conduct (TAC) §228.50

Findings:

1. 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);
2. Houston Baptist University EPP provided documentation indicating that faculty/staff members (29) submitted a signed document noting that they had read and understood the Code of Ethics. The information is also in the staff handbook and the agenda for the staff meeting was provided as evidence of compliance.; and
3. Houston Baptist University provided documentation that 20 (100%) candidate files reviewed contained evidence of a signed statement of reading and understanding the Code of Ethics. The Code of Ethics is also noted in the Student Handbook.

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, Houston Baptist University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §228.50(a) regarding Professional Conduct.

COMPONENT VII: Complaints and Investigations Procedures TAC) §228.70

1. Houston Baptist University EPP has a complaint policy on file with TEA and the policy is posted on the program's website. The program meets the requirements as prescribed [TAC 228.70(b)(1)];

2. The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with subsection (c)(1) of this section. The program provided evidence that the required documentation is posted in a conspicuous location and meets the requirement as prescribed [TAC 228.70(b)(2) and TAC 228.70(b)(3)]; and
3. Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with subsection (c)(1) of this section. The program has a system set up to ensure that this occurs and is located on file with TEA. The complaint process is also located in the Student Handbook. The program meets the requirement as prescribed [TAC §228.70(b)(4)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, Houston Baptist University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §228.70 regarding Complaints and Investigations Procedures.

COMPONENT VIII: Rules for Probationary Certificates (TAC) §230.37

1. Houston Baptist University EPP had four (4) candidates that were placed on a probationary certificate in the grade level and subject area sought. Four candidates were placed in the elementary setting and 1 of the 4 also had a special education EC-12 probationary certificate. For each file reviewed, the certification field and probationary issued were aligned [TAC 230.37(a)(2); TAC 230.37(b)(3)(B)];
2. Sufficient evidence was provided that the candidates were placed on a probationary certificate during internship. The program met the requirement as prescribed [TAC §230.37(a)(2)];
3. The 4 elementary candidates were in an appropriate placement in the subject area and at the grade level of certification sought. All of candidates' date of content testing occurred prior to internship start date. The content exam dates and dates of probationary certificate issuance were verified in the Educator Certification Online System (ECOS) for the 4 files reviewed. The program met the requirement as prescribed [TAC §230.37(e)(1)(a)]; and
4. One of the EC-6 candidates also had a SPED EC-12 probationary certificate. That certificate was issued appropriately and the candidate met the requirement by

passing the appropriate content exam, which was noted in the Educator Certification Online System (ECOS) [TAC §230.27(e)(2)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, Houston Baptist University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §230.37 regarding Rules for Probationary Certificates.

Standard Recommendations for Houston Baptist University EPP:

- Align the verbiage of Houston Baptist University EPP to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, candidate, practicum for professional classes of certificates, etc.);
- 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 webinars provided by the Division of Educator Preparation 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; and
- Ensure that TEA staff has the most current contact information by sending update emails to the assigned program specialist.