



Compliance Audit Report 2010-2011 Lone Star College-Cy-Fair Alternative Teacher Certification Program

According to 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 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. for details contained in each rule.

Contact Information: Dr. Dell Burditt, Senior Program Manager for the Lone Star College Cy-Fair Alternative Teacher Certification Program System

County-District Number: 101705

Program Specialists, Vanessa Alba and Sandra Jo Nix, conducted a Texas Education Agency (TEA) compliance audit on December 7-8, 2010, in compliance with Texas Administrative Code (TAC) §228.10(c). The Generalist EC-6 certification program was the focus of the review.

Information concerning compliance with Texas Administrative Code governing educator preparation programs was collected by various qualitative means. A review of documents, syllabi, online courses, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Lone Star College Cy-Fair participants by TEA staff. A total of fifty-one (51) out of two hundred sixty-nine (269) responses to the questionnaires were received. The responses included six (6) out of twelve (12) advisory committee members, sixteen (16) out of ninety (90) teaching candidates, twenty (20) out of eighty-three (83) cooperating teachers, three (3) out of six (6) field supervisors, and six (6) out of seventy-eight (78) principals. Qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

The following are the findings and recommendations for program improvement.

Date Self-Report Submitted: November 9, 2010

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

Findings:

Support was indicated by the governing body of Lone Star College-Cy-Fair Alternative Teacher Certification Program per TAC §228.20(c) as evidenced by the Senior Program Manager, Dr. Dell Burditt's participation in various aspects of the compliance audit. In addition, Lone Star College is in the process of constructing a state of the art new building which will house the Continuing Education Department. In addition, six (6) members serving on the advisory committee were present during the opening session. They included: Dr. Anne Albarelli, Lone Star College- Cy-Fair Dean of Business, Education, English as a Second Language, and Transitional Studies; Dr. Kenya White, Lone Star College-Cy-Fair Director of Continuing Education; Linda Youngblood; Certification Officer for Lone Star College Cy-Fair Alternative Teacher Certification Program; Dr. Julie Campbell, the incoming Program Coordinator for Lone Star College-Cy-Fair Alternative Teacher Certification Program; Janice Nath, Faculty, University of Houston Downtown; and Dr. DeEadra Albert-Green, Assistant Dean, University of Houston Downtown.

The Lone Star College Cy-Fair Alternative Teacher Certification Program is a collaborative effort among stakeholders per TAC §228.20(b). The advisory committee consisted of twelve (12) members: six (6) members from school districts, five (5) members from higher education, and one (1) member from business and community. During the opening session, TEA staff recommended that the advisory committee would be more equally represented if it included more community members.

The advisory committee met on November 9, 2010, and is scheduled to meet again on March 8, 2011. Agendas, minutes, and attendance records were available in the document review as evidence of compliance. In addition, a paper copy of a PowerPoint presentation presented to the advisory committee was provided in the documentation. The presentation served as an orientation about the Lone Star College System Alternative Teacher Certification Program, a comparative analysis of candidates, and requirements for serving on the advisory committee. This information was verified in the advisory committee questionnaire. Agendas, minutes, and attendance records for the 2009-2010 academic years' advisory committee meetings were provided in the document review as evidence of previous compliance. An advisory committee handbook containing membership guidelines and appointments, duties and responsibilities, meeting information, minutes, and program review was also provided in the document review. Advisory committee membership composition and meetings met the requirements of TAC §228.20(b).

An electronic questionnaire was sent by the Texas Education Agency (TEA) to all twelve (12) advisory committee members prior to the compliance audit. Six (6) advisory committee members responded to the questionnaire. Four (4) of the six (6), sixty percent (60%) indicated that they had served on the advisory committee from one to three years, while forty percent (40%) indicated they had served on the committee for six to twelve (6-12) months or less. The members also indicated that they participated in curriculum design (60%), policy decisions (80%), and program evaluation (80%) per TAC §228.20(b). As required by TAC §228.20(d), one

hundred percent (100%) of the committee members responding to the advisory committee questionnaire indicated that field-based experiences were reviewed by the group.

In the advisory committee questionnaire, the advisory committee members were asked to identify the strengths and areas of need for the Lone Star College-Cy-Fair Alternative Teacher Certification Program. The committee members responded that the strengths included the programs sensitivity to the needs of the local school districts regarding teacher preparation and the ability to respond to those needs. The area that the advisory committee indicated as being an area of concern was the fact that Lone Star College-Cy-Fair Alternative Teacher Certification Program was once in the education division of the Lone Star College System but the responsibility for the program has now been centralized in the Continuing Education Department. As a result, the alternative teacher certification program is no longer supervised by the Dean of the Education Department, but by the Director of Continuing Education. Although there is communication and coordination between the two, this has led to duplication of resources. This area of concern was discussed during the Program Manager's opening presentation.

Dr. Burditt requested that the Texas Education Agency conduct advisory committee training during the opening session of the compliance audit. She indicated that it was difficult to get all of the advisory committee members together at one time and many would be present for the opening session. This training was presented as requested.

Based on the evidence presented, Lone Star College-Cy-Fair Alternative Teacher Certification Program is in compliance with Texas Administration Code §228.20-GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS.

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

Findings:

Admission requirements for the alternative teacher certification program were detailed in Lone Star College-Cy-Fair Alternative Teacher Certification Program's self-report. In addition, information was available on the website, in the college course catalogue, and in brochures. Although the self-report stated that monthly information sessions were provided on campus, as well as at presentations for substitute teachers in three (3) school districts, and in paraprofessional meetings in Cy-Fair Independent School District, no documentation was located to corroborate that outreach effort. During TEA's review of the self-report with Dr. Burditt and Dr. Julie Campbell, the new program coordinator for the alternative teacher certification program, Dr. Burditt explained that the alternative teacher certification program primarily worked with three (3) school districts that were in close proximity to the college.

In the opening session presentation, enrollment statistics for the alternative teacher certification program indicated that seventy eight (78) students were admitted during the last academic year. The total student enrollment in the programs was three hundred twenty-seven (327). It was

noted in the discussions with Lone Star College-Cy-Fair Alternative Teacher Certification Program personnel, that one of the goals of the program is to determine how many of the three hundred twenty-seven (327) candidates were still active. The program's desire is to establish guidelines limiting the time it would take for a candidate to complete its program and to establish an exit procedure for those who are inactive.

In order to be admitted into the Lone Star College-Cy-Fair Alternative Teacher Certification Program, the candidate must have a four (4) year degree from an accredited institution of higher education and have a cumulative grade point average of 2.5 (or 2.5 in the last 60 hours) or better on a 4.0 scale. The potential candidate must have completed twenty four (24) credit hours in a subject specific content area. [TAC §227.10(a)] Oral and written proficiency in English are evaluated by the COMPASS-ESL as evidence of compliance with TAC §227.10(e). A review of candidate folders verified that the grade point and basic skills requirements were met as evidence of compliance with TAC §227.10(4). Official transcripts were located in candidate folders. A signed application, interview questions with scoring rubrics, and evidence of a mini-lesson presentation by the potential candidates were present in the document review items and in individual student folders as evidence of compliance with TAC §227.10(6). It was noted that the presentation of mini-lessons has been discontinued due to staffing and time limitations.

The self-report and review of the candidate folders indicated that more than twenty (20) candidates were admitted that required verification of the ability to speak and understand the English language [TAC §227.10(e)]. Lone Star College-Cy-Fair Alternative Teacher Certification Program indicated in the self-report that they did admit thirty-three (33) candidates under the 10% cohort rule and that they have five (5) candidates in the Career and Technology certification field [TAC §227.10(7)(d) and TAC §227.10(3)(b)]. This information was verified in the document review for the 10% cohort rule and of the qualification of the candidates who were evaluated for English proficiency, but no folders were located for candidates in the Career and Technology certification field. Upon further investigation by the program personnel, it was discovered that currently there are no candidates in the Career and Technology certification program. Lone Star College-Cy-Fair personnel indicated that they did not have any candidates that met the criteria of "late hire."

A total of 20 candidate folders were reviewed during the candidate folder review. In the review, it was noted that some of the candidates had documentation of start and end times on the formal observation forms and some did not. It was also noted that often the observation and the conference that followed were documented together as one block of time. It was difficult to distinguish between the time of the observation and the time for the interactive conference. It was also noted that it was difficult to locate the initial start date of the assignments for the candidates because there was not a consistent location specified to record this information in the candidates' records.

It was also noted as the candidates' folder review continued that the finisher folders were well organized and contained a different colored sheet of paper with a checklist on it to differentiate between the various sections of information. However, the folders for candidates still in progress were not well organized and specific documentation was difficult to locate. It is suggested that the program implement an organized way to arrange records in the candidates' folders and follow the process as a candidate enters the program in order to be able to verify quickly that the required information is present.

Based on the evidence presented, Lone Star College-Cy-Fair Alternative Teacher Certification Program is in compliance with Texas Administrative Code §227.10-ADMISSION CRITERIA.

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

Findings:

There are six (6) instructors for the Lone Star College Cy-Fair Alternative Teacher Certification Program. Qualifications outlined in the self-report that were necessary to become an instructor included advanced degrees, a Texas teaching certificate in the corresponding content and grade levels, and at least five (5) years of teaching experience. The document review included resumes for each instructor that verified that all instructors met the required qualifications. In addition, it was noted that the program was meticulous in ensuring that the instructors provided content instruction in their area of expertise.

Sixteen (16) out of ninety (90) candidates responded to the TEA electronic questionnaire. All sixteen (16) of the candidates indicated that they had received a clear and concise course syllabus. Data provided in the self-report indicated that all syllabi included instructor contact information, course description, objectives, TExES standards and competencies, focused field-based experiences, classroom policies, and assignments with calendar due dates. A specific module for instructional technology entitled *Support Course for Interns and Clinical Teachers* was taken in conjunction with the internship or clinical teaching. Candidates also completed a required orientation to distance learning prior to being able to access their online courses. As evidence of compliance with TAC §228.30(a), a review of course syllabi was conducted. It was found that the aforementioned format was used by all instructors. One of the strong points of the syllabi was the detailed calendar with assignments for the entire semester.

Comprehensive coverage of the seventeen (17) curriculum topics [TAC228.30(b)], Pedagogy and Professional Responsibilities (PPR), Texas Essential Knowledge and Skills (TEKS), Standards, Domains, and Competencies were verified through the self-report, interns and mentors responses to their questionnaires, syllabi review, and hard copies of course material provided in binders, as well as through the course alignment charts and curriculum matrices required by TEA. [TAC §228.30(a)] It was noted in the folder review that candidates signed a Code of Ethics affirmation which was placed in their candidates' folders. In addition, it was also noted that in the coverage of the seventeen curriculum topics, the Code of Ethics was well covered. At the request of Dr. Burditt, TEA provided a copy of the newly revised Code of Ethics (TAC §247). Specific areas that will need to be revised in the program's curriculum, such as Standard 3.9 in the Code of Ethics, were discussed. Dr. Burditt stated that she was not aware of the changes to the Code of Ethics. As a result, it was recommended that the staff of Lone Star College Cy-Fair Alternative Teacher Certification Program follow legislative actions, as well as the contents of the State Board of Education and State Board for Educator Certification meetings.

The official textbooks for the PPR EC-12 course included *Becoming an EC-6 Teacher in Texas, Edition 2* or *Becoming a Middle School or High School Teacher in Texas*. Both texts were written by Nath & Cohen. Students select one of the aforementioned texts depending on their prospective teaching assignments. In addition, the *Interactive Study Guide for the TExES: Pedagogy and Professional Responsibility* by Hadley and Eisenwine and *The First Days of School* by Harry Wong were also required. Grades were determined by assignments, multiple choice quizzes, presentations, portfolio assignments, end of course discussions, an electronic portfolio, a final exam, and content area reading presentations. Due dates and times were specified in the course syllabus. Grades were assigned according to a point system and were converted into percentages totaling one hundred percent (100%). The PPR EC-12 curriculum was arranged by competencies with lessons, activities and quizzes at the end of each competency. The training was divided into thirteen (13) competencies as follows: human development, human diversity, effective instruction, how learning occurs, supportive environment, classroom management, communication, motivation, technology applications, assessment, parent/teacher relationships, community relations, and teaching in Texas. Candidates were required to complete thirty (30) hours of focused field-based experience/observations as a part of the course. The thirty (30) hours were in addition to the 108 clock hours that were required for completion of the course.

The TEA program specialists specifically reviewed the areas of the pedagogy and professional responsibilities course that covered Domains I-III because of low domain scores reported in the Educational Testing Services (ETS) Program and Statewide Summary comparison reports. Summary comparison reports indicated that on the PPR EC-12 paper-based test, Lone Star College Cy-Fair paper-based test average scaled scores in Domains I-III were consistently below the average scaled scores for the state, but not necessarily below the state passing rate of two hundred forty (240). On the computer administered test, the program's average scaled scores on Domains I-III were substantially higher than the state passing rate of two hundred forty (240), but still not above the statewide average scaled scores. When this data was reviewed with Dr. Burditt, she inquired if she had access to the Educational Testing Services (ETS) Program and Statewide Summary comparison reports. This information was provided in an email directed to all educator preparation programs. Dr. Burditt did say that she was certain that she had the information, but may not have reviewed the data. It was decided that Dr. Campbell, the program's new coordinator, should also be provided with access to the data and Dr. Burditt would look for the data in her email.

The official textbook for the Generalist EC-6 content instruction was *Preparing to Teach Texas Content Areas* by Nath and Ramsey. Lone Star College Cy-Fair Alternative Teaching Certification Program staff provided access to their online coursework to the TEA program specialists so they could act as students and experience the actual online environment. The Generalist EC-6 curriculum covered the areas of language arts/reading, math, social studies, science, health, physical education, art, and music. Each curriculum area was supplemented with video demonstrations of quality teaching, supplemental reading, website links, manipulative construction and use, lesson plan development, and teaching practice in front of peers. Quizzes and tests were required with eighty percent (80%) mastery. PowerPoints used by the instructors

were available for review by the candidates at any time. Grades could be reviewed by the candidates at any time.

In analyzing the questionnaire responses from the student teachers/interns and cooperating teachers/mentors about how effective they felt that instruction was in covering the seventeen (17) mandated topics, the respondents indicated that instruction in the following areas was extremely effective: code of ethics, child and adolescent development, instructional methods for motivating students, using Texas Essential Knowledge and Skills (TEKS) in the content area, theories of how people learn, instructional technology, laws and standards regarding students with special needs were identified to name a few. Areas where candidates would like to see more emphasis were: conducting parent conferences, using assessments, reading strategies across the content areas, dealing with students with limited English proficiency (LEP), and the teacher's responsibilities for the TAKS test.

The cooperating teacher/mentors indicated in their questionnaire that they would like to see more instruction/training in reading strategies across the content areas, classroom management, standards and teaching strategies for students designated as gifted and talented (GT) and limited English proficient (LEP), and conducting parent conferences. The principals indicated in their questionnaire that they would like to see more classroom management classes within the program.

Three courses, *Creating Successful Classrooms*, delivered entirely in a face-to-face format and focused on the practical side of classroom management, and *Special Populations*, and *Pedagogy and Professional Responsibilities EC-6* presented in hybrid formats are all courses that candidates have the option to select based on their course of study. Because these courses contained valuable information and are not required by all candidates and contain information that cooperating teacher/mentors, student teachers/interns, and principals identified as areas of need in their questionnaires, it was recommended that these courses be reviewed and the best information and strategies of each of these courses be included in the required courses for all candidates.

Based on the evidence presented, Lone Star College-Cy-Fair Alternative Teacher Certification Program is in compliance with Texas Administrative Code §228.30-EDUCATOR PREPARATION CURRICULUM.

**COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas
Administrative Code (TAC) §228.35 – PREPARATION PROGRAM COURSEWORK
AND/OR TRAINING**

Findings:

Most courses in the program are hybrid, requiring online learning and face-to-face meetings. Candidates complete a required student orientation to distance learning before they are able to access their online coursework. Two to three face-to-face meetings are required in the Generalist EC-6 and Pedagogy and Professional Responsibilities (PPR) courses.

Evidence of compliance with clock hours for internships was found in the candidate records for finishers, in the presentation provided in the opening session, and in the TEA required hours chart completed by the program. Each candidate was required to take a Pedagogy and Professional Responsibility (PPR) course totaling one hundred eight (108) clock hours, participate in field based experiences totaling thirty (30) clock hours, take additional coursework totaling forty-eight (48) clock hours, take an online support course totaling sixty-four (64) clock hours, and participate in an school district professional development coursework totaling fifty (50) clock hours for a total of three hundred (300) clock hours. [TAC §228.35(a)(3)]

Evidence of compliance with clock hours for clinical teaching candidates was found in the opening session presentation, the individual candidate folder, and in questionnaire responses. Candidates were required to complete one hundred eight (108) clock hours of Pedagogy and Professional Responsibility (PPR), thirty (30) clock hours of field-based experiences, ninety-six (96) hours of alternative teacher certification program coursework, thirty-two (32) hours of online support coursework, participate in twelve (12) weeks of clinical teaching, and participate in fifty-four (54) hours of pre- and post-clinical teacher training for a total of 320 clock hours which is above the minimum standard of the 300 clock hours of coursework and training as required by TAC §228.35 (a)(3)(B).

Lone Star College-Cy-Fair Alternative Teacher Certification Program required a minimum of thirty (30) clock hours of field-based experiences prior to the teaching experience. This requirement was verified in the self-report, by logs located in the candidates' folders, and in conversations with the senior program manager. The program is in compliance with the mandated thirty (30) clock hour minimum established in TAC §228.35(d)(1). Eighty (80) or more clock hours of training prior to beginning the teaching experience as required in TAC §228.35(a)(3)(B) was verified through candidate questionnaires and in the electronic records in the candidates' coursework that was presented online.

It was noted in the course syllabi and in the document review material that all candidates who are struggling to meet the requirements of the program may receive additional assistance. With approval of the program director, additional observations can be made by the field supervisor. In addition, field supervisors conference with campus administrators to request on-campus support by instructional specialists. The program director can requested conferences with the campus administrator, candidate, and field supervisor. Other support can be secured through the Early Intervention Program where an instructional coach is assigned to work with the candidate. Tutoring is also available in Math, English, Biology, and English as a Second

Language. Counseling Services are available to students where disability accommodations can be addressed. The Assistive Technology Lab is available for students who benefit from its various technologies to convert text to speech, magnify items, and convert text to Braille.

No evidence was available to confirm that Lone Star College-Cy-Fair Alternative Teacher Certification Program actually offered a session specifically designed to meet the six hour test preparation requirements of TAC §228.35(a)(3)(C). Although it was noted in the self-report that six (6) hours of pedagogy and professional responsibility for test preparation was provided, the program staff stated that the test preparation was embedded within their courses. For example, the textbook used in the Generalist EC-6 content areas is entitled *Preparing to Teach the Content Areas: The TExAS EC-6 Generalist and the ESL Supplement* by Nath & Ramsey and does include a chapter on preparing to pass the TExES Generalist EC-6 examination. However, it is not a standalone session designed as test preparation for the pedagogy and professional responsibilities test. Program staff also indicated that teaching candidates from the Lone Star College system were sent to the Lone Star College-Kingwood site for test preparation, if needed.

Documentation of six (6) or more clock hours of explicit test preparation which is not embedded in other curriculum was not reflected in the document review for the Pedagogy and Professional Responsibilities (PPR) EC-12 online course. Although this course also contained test preparation material, no evidence was present to verify the course included six (6) hours of explicit test preparation. As a result, it is recommended that Lone Star College-Cy-Fair staff develop a stand-alone six (6) hour course designed specifically to meet the requirements of TAC §228.35(a)(3)(C). The session should include the guidance provided by ETS that focused on answering the multiple choice questions found on the TExES examination such as questions with stimulus material, cluster questions, and decision set questions in a setting that provided ample opportunities for practice.

Sufficient evidence existed in the candidate folders that Lone Star College-Cy-Fair Alternative Teacher Certification Program had procedures to allow candidates to document fifty (50) hours of staff development from school districts. This information was also verified in the self-report as being documented with Continuing Professional Education (CPE) hours and school district records. It was also verified in a conversation with Dr. Burditt and Dr. Campbell in reference to the information contained in the self-report. [TAC §228.35(a)(5)]

Sufficient evidence existed in the candidates' records that all coursework and training was completed prior to program completion and prior to issuance of the standard certification as required in TAC §228.35(a)(4). As verification of compliance, a checklist, required to be completed prior to a candidate's recommendation, was provided in the document review and found in the candidates' records. The checklist was also found in the field supervisor's handbook as well as in the clinical teaching handbook. All documents required appropriate signatures as evidence of monitoring the candidates' progress through the program.

Sufficient evidence existed in the candidates' records that the teaching practicum fulfilled the TAC requirement. Clinical teaching was a minimum of twelve (12) weeks, and internships were a minimum of one hundred eighty (180) days or one academic year. The teaching placement matched the certification field for which the candidate was accepted into the program. This information was verified in Lone Star College-Cy-Fair Alternative Teaching Certification Program

opening PowerPoint presentation. It was also verified in clinical teaching and internship documentation located in the candidates' folders. The candidate's electronic questionnaires corroborated that sixty-one point one percent (61.1%) of candidates [eleven (11) out of eighteen (18)] responded that they had completed an academic year of internship and eleven point one percent (11.1%) responded that they had almost completed an academic year. Twenty-seven point eight percent (27.8%) indicated that they had completed more than six (6) weeks of their clinical teaching. All eighteen (18) candidates responded that their teaching placement matched the grade level and certification field for which they were seeking certification. [TAC §228.35(d)(2)]

Twenty (20) out of ninety-three (93) cooperating teachers/mentors responded to their questionnaire. Of the twenty (20) respondents, ninety-four percent (94%) indicated that they had received training either through an orientation from Lone Star College-Cy-Fair Alternative Teacher Certification Program, their school district, or from the regional service center, and had received a handbook. In addition, an online Mentor/Supervisor training program which incorporates TXBESS was reported as being available for the cooperating teachers/mentors if the mentor could not provide evidence of previous training. The online module requires that the teaching candidate and their mentor complete the module together. The online training module for mentors and beginning teachers was available for review and included content that covered goals for building productive mentoring relationships and recognizing the kinds of support that beginning teachers want and that mentors can provide, qualities of an effective mentor, keys to relationship building, ground rules for relationships, among other topics. [TAC §228.35(e)] However, no evidence in the form of computer log-ins, completion documents signed by intern and teacher were provided to support that the program provided mentor and/or cooperating teacher training or to document training provided by the school district or other entity.

Lone Star College-Cy-Fair Alternative Teacher Certification Program has a total of six (6) field supervisors. Dr. Burditt reported in the self-report that the field supervisors are experienced educators currently certified in Texas and that they all have a minimum of five (5) years of teaching/administrative experience. Three (3) out of six (6) field supervisors responded to their questionnaire. One hundred percent (100%) of the field supervisors indicated that they had advanced degrees, Texas teacher certification, and Texas administrator certification. Sixty-six point seven percent (66.7%) indicated that they had previously been a principal. This information was verified in review of the field supervisors' resumes. It was also noted that field supervisors' names were listed on the official observation forms and field supervisor logs provided in the candidates' folders during the review. TAC §228.35(f)

The information reported in the self-report stated that field supervisors had been trained on the following topics: mentoring methods, orientation to student teaching/internship, and handbook review. The data reported in the field supervisor questionnaire stated that sixty-six point seven percent (66.7%) received PDAS training, sixty-six point seven percent (66.7%) received orientation from the program staff, thirty-three point three percent (33.3%) received training in coaching techniques, and thirty-three point three percent (33.3%) received training in mentoring techniques within the past academic year. No training agendas, sign in sheets or specific dates were provided for field supervisor training during the past academic year in the document review. As a result, no evidence was available to confirm that yearly training had occurred. [TAC §228.35(f)]

Initial contact between the candidate and the field supervisor occurred within the first three weeks of assignment as reported in the self-report. Eighty-eight point nine percent (88.9%) of candidates verified that their first contact with their field supervisor was within the first three weeks of school and eighty-eight point nine percent (88.9%) indicated that the initial contact was conducted via email. During the document review, it was noted that it was difficult to determine that the initial contact between the field supervisor and the candidate occurred within the first three weeks timeline because the start date of the intern assignment was not specifically recorded in every candidate's documentation. It is recommended that the official candidate start dates be recorded in a systematic manner so that it facilitates determination if the first contact occurs within the first three (3) weeks and if the first observation occurs within the first six (6) weeks of the assignment. [TAC §228.35(f)]

Candidates and their mentors reported in their questionnaires that one hundred percent (100%) of their formal observations by their field supervisor were forty-five (45) minutes or more in duration [TAC §228.35(f)] followed by an interactive conference. This information was also verified in the self-report and candidate folder reviews. It was noted in conversations with Dr. Burditt that the candidates' records contained documentation of three formal observations for the first year probationary interns. However, evidence of the required number of observations that should be present for second and third year interns were not present. Dr. Burditt stated that since the fall semester observations were not due until December, 2010, additional observations would be added to the folders.

It was stated in the self-report that the program requires that the first formal observation of the candidate occurs within the first six (6) weeks of the assignment. However, field supervisors reported in their questionnaire that sixty-six point seven percent (66.7%) conducted their first formal observation within the first six (6) weeks of the semester and thirty three point three percent (33.3%) reported that they conducted their first observation after the first six (6) weeks of the semester. This was with three (3) of the six (6) respondents reporting. This information conflicts with the self-report.

It was unclear during the document review whether or not the formal observations were forty-five minutes in length for all candidates in accordance with TAC §228.35(f). The date and beginning and ending times were clearly noted on the observation form, but since the conference occurred directly after the observation, they were listed as one continuous length of time. It is recommended the duration of the forty-five (45) minute observation be separated from the conference that follows. It was also unclear whether or not the principal received a copy of the observation form in accordance with TAC §228.35(f). It was recommended to Dr. Burditt that an additional column is added to the field supervisor log to separate the observation start and end times from the conference time and that another column be added to the same form to verify that the principal received a copy of the observation.

Sufficient evidence existed that informal observations and coaching were provided by the field supervisor as appropriate. This was stated in the self-report. In the field supervisor questionnaire, sixty-six point six (66.6%) of the field supervisors reported that they provided additional coaching or support to their teaching candidates. During the document review, conference logs with dates indicated that conferences had taken place. In addition, memos in candidates' folders were provided to verify that information. Candidates also reported in their questionnaire that one hundred percent (100%) had been provided with informal observations and/or coaching as needed. [TAC §228.35(f)]

Based on the evidence presented, Lone Star College-Cy-Fair Alternative Teacher Certification Program is not in compliance with Texas Administrative Code §228.35-PROGRAM DELIVERY AND ONGOING SUPPORT.

COMPONENT V: PROGRAM EVALUATION - Texas Administrative Code (TAC) §228.40 - ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

Findings:

Lone Star College-Cy-Fair Alternative Teacher Certification Program staff had identified established benchmarks. They are based on the checklist of steps that are to be completed by a candidate as they progress through the program. There were also benchmarks within the courses that determined a candidate's passing grade for the course. [TAC §228.40(a)] A completed checklist and successful completion of coursework in the online courses served as documentation of a candidate's readiness to test. [TAC §228.40(b)] Sufficient evidence existed that granting test approval was provided after admission and full acceptance into the program. This information was provided in the student folder review in the form of a dated acceptance letter.

As reported in the self-report, the overall teacher preparation program is evaluated by the faculty and advisory committee once every twelve (12) months. A variety of data sources, including ASEP data, advisory committee input, and qualitative evaluations from teaching candidates, principals, school district staff, faculty members, cooperating teachers/mentors, and program staff are utilized. Candidate retention information is also reviewed as well as the number of testing attempts by each candidate.

The advisory committee reported in their survey that twenty five percent (25%) participated in evaluating the program. It is noted that only four (4) of the six (6) respondents to the survey answered this question. In evaluating the program, qualitative evaluations from students (25%), principals (50%), student retention information (50%), the number of students passing the TExES on the first attempt (50%), and/or the number of testing attempts by each student (25%) are reviewed. However, a preponderance of evidence to support this survey data was not found during the document review. For example, the advisory committee minutes included an Annual Performance Report for 2009-2010 which included data for all alternative teacher certification programs within the Lone Star College system. In addition, it was noted that there were individual student course evaluations (in the form of scantron sheets) that each student completed at the end of a course. There was also a document entitled "Survey Compilation Alternative Teacher Certification Program Completion Survey" which was created to provide feedback for Intern Supervisors and Program Facilitators. However, it was unclear if this information was utilized as a part of the overall program's evaluation or if it was even presented to the advisory committee. Individual pieces of evaluative data were available in the document review, but were not an integral part of an overall systematic entity evaluation. In conversations with Dr. Burditt, she confirmed that a systematic process for evaluating the curriculum and overall program and reporting that evaluation out to stakeholders did not exist. [TAC §228.40(c)]

Student records are kept in both paper and electronic formats for five years in a secure environment. It was visually verified that student files were kept in locked file cabinets in the Mod 1 Continuing Education Administrative Offices. The electronic record keeping which included grades and time logs of candidates was demonstrated by Dr. Burditt. [TAC §228.40(d)]

Based on evidence presented, Lone Star College-Cy-Fair Alternative Teacher Certification Program is in not in compliance with Texas Administrative Code §228.40- ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

Senate Bill 174/Texas Administrative Code §229

Standard I: Results of Certification Exams

Pass Rate Performance:	2007-2008 Final 80%Standard	2008-2009 Final 80% Standard	2009-2010 70% Pass Rate
Overall:	100%	96%	100%
Demographics (Identify only if below Standard)	NA	NA	NA
Certification Areas At Risk (Identify only if below Standard)	NA	NA	NA
English Language Arts & Reading 8-12	66.7 %	66.7%	NA
Pedagogy & Professional Responsibilities 8-12	60%	60%	NA
Pedagogy & Professional Responsibilities 4-8	25%	50%	NA
Science 4-8	NA	75%	NA
Science 8-12	50%	50%	NA

PROGRAM RECOMMENDATIONS

The following are recommendations based on the findings of the Texas Education Agency Compliance Audit. If the program is NOT in compliance with any component, please consult the Texas Administrative Code and initiate actions to correct the issue IMMEDIATELY. A Compliance Status Report will be required in sixty (60) days.

General program recommendations are suggestions for general program improvement and do not require follow-up.

PROGRAM COMPLIANCE RECOMMENDATIONS: A Compliance Status Report will be required in sixty (60) days.

- Provide six (6) hours of explicit test preparation which is not embedded in other curriculum as prescribed by TAC §228.35(a)(3)(C).
- Provide training with documentation (such as sign-in sheets or certificates) that shows that mentors/cooperating teachers have received training as prescribed by TAC §228.35(e).
- Provide training with documentation (such as sign-in sheets or certificates) that shows that field supervisors have received training as prescribed by TAC §228.35(f).
- Include official candidate start dates so that it is clear that the first contact and observation occurs as prescribed by TAC §228.35(f).
- Create a systematic way to record the duration of the forty-five (45) minute observation that is a separate block of time from the conference that follows as prescribed by TAC §228.35(f).
- Create a process that ensures that the principal receives a copy of the formal observation form as prescribed by TAC §228.35(f).
- Provide a systematic method for evaluating the design and delivery of the educator preparation curriculum and overall program based on performance data, scientifically-based research practices, and the results of internal and external assessment as prescribed by TAC §228.40(c).

GENERAL RECOMMENDATIONS: No progress report is necessary.

- Expand the depth of the advisory committee by adding more community members.
- Explore alternative methods for advisory committee meetings such as webinars or video conferencing.
- Implement procedures for organizing candidate information in folders as they enter the program.
- Complete a detailed analysis of Domains I-III of the PPR EC-12 Curriculum to ensure adequate coverage of all standards, competencies and frameworks in order to determine a reason for the differences in candidate performance on the paper-based test as compared to the computer administered test for the PPR EC-12 test.
- Follow the legislature, State Board of Education (SBOE), and State Board for Educator Certification (SBEC) meetings and minutes to ensure that the program is aware of all curriculum and program changes to ensure compliance.
- Participate in Educational Testing Services (ETS) trainings to ensure that the program knows how to access and use the data.
- Review Special Populations, Developing Successful Classrooms, and Pedagogy and Professional Responsibilities (PPR) EC-6 courses to ensure that all required courses contain the best from these the elective courses.