



2017 – 2018 Continuing Approval Review Report

PURPOSE

Texas Education Agency (TEA) Program Specialist, Lorrie Ayers conducted a Five-Year Continuing Approval Desk Review of the Rice University educator preparation program (EPP) on April 2, 2018. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Judy Radigan was identified as the program Legal Authority and Carolina (Olga) Trejo was identified as the primary EPP contact for the review process. The EPP at Rice University was initially approved on January 8, 1972. At the time of the review, the EPP was rated Accredited.

The following teaching certificates were active in the undergraduate route (U) and in the post-baccalaureate route (PB) as of April 2, 2018: Art EC-12, English Language Arts & Reading 7-12, History 7-12, LOTE-French EC-12, LOTE-German EC-12, LOTE-Japanese EC-12, LOTE-Latin EC-12, LOTE-Russian EC-12, LOTE-Spanish EC-12, Life Science 7-12, Mathematics 7-12, Physical Education EC-12, Physical Science 6-12, Science 7-12, and Social Studies 7-12. Effective September 1, 2017 Rice was approved to offer the Principal certificate in the PB and in the alternative (ACP) routes after a merger with the Rice Education Entrepreneurial Program (REEP). Certification of teachers is offered in three pathways: undergraduate (U), undergraduate 5-year Master of Arts in Teaching, and Post-Baccalaureate (PB) Master of Arts in Teaching.

The scope of this review included: 1) verifying compliance with TAC and Texas Education Code (TEC) as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. Evidence of compliance was measured using a rubric aligned to TAC. A Compliance Plan was developed to address plans for quality improvement.

EPP staff participating in the review at various stages were: Judy Radigan, Carolina (Olga) Trejo, and Sheila Whitford.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents and records for ten (10) candidates were submitted to TEA on April 2, 2018. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES and RECOMMENDATIONS



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“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings

- Information regarding governance of the EPP was self-reported and per that report, meets requirements in TAC for governance.
- As of March 6, 2018, the total enrollment for the 2017-2018 reporting year for all classes in all certification routes was 12 candidates.
- Per the Status Report, the EPP expected to “finish” two (2) candidates from the teacher preparation program and no (0) candidates from the Principal preparation program.
- The Rice Educational Entrepreneurship Program (REEP) merged into the Rice University EPP effective 9/1/2017. All required notifications and documentation were submitted and are on file at TEA.
- Per 19 TAC §228.20(g), published calendars of EPP activities are posted on the websites for both the undergraduate and 5-year MAT programs.

Compliance Issues to be Corrected (see Compliance Plan)

- None

Recommendations

- None

Based on the evidence presented, Rice University is in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings



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- Records were reviewed for ten (10) teacher candidates selected from the Finisher Records lists in the Accountability System for Educator Preparation (ASEP).
- Applicants are formally admitted into the EPP via a written letter of acceptance. Letters were identified in all candidate records reviewed. [19 TAC §227.17(b)-(d)]
- Admission letters for two (2) candidates identified that, once admitted, they had from April until October to present official transcripts. [19 TAC §227.10(a)(2) and §227.10(a)(3)(A)]
- 10/10 candidates' records contained a completed application for admission. [19 TAC §227.10(a)(8)]
- 9/10 candidates' records contained evidence that they were admitted with at least the minimum number of semester credit hours in the subject area of the certificate sought. [19 TAC §227.10(a)(4)]
- 10/10 candidates' records reflected a GPA at or above the minimum required by TAC. The Status Report identified the average GPA of the incoming class for the 2017-2018 year as 3.36 which is above the 3.0 required in 19 TAC §227.19(a).
- Applicants are screened using an interview which is evaluated with a rubric. The cut score was identified as "15 for the total of the 5 categories and 3 for the average of the 5 categories". 10/10 candidates' records contained documentation of the screening process. [19 TAC §227.10(a)(8)]
- Based on records reviewed, all candidates met the English language proficiency requirement and the basic skills requirement. [19 TAC §227.10(a)(6) and §227.10(a)(7)]
- Applicants are required to submit three (3) letters of reference and complete a writing sample as part of the application process. 10/10 candidates' records contained letters of reference and writing samples. [19 TAC §227.10(b)]
- Documentation in records of three (3) undergraduate candidates and two (2) PB candidates revealed the candidates completed field-based experience (FBE) hours prior to formal admission into their programs. [19 TAC §227.17(f)]
- Three (3) PB candidates were offered "provisional admission" pending either transcripts or a passed content exam. EPP staff were advised that there is no provisional admission, only the contingency admission identified in 19 TAC §227.15. Prior to the



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close of the review, EPP staff modified the admission letter to correctly reflect “contingency” admission.

- EPP staff self-reported that there were no candidates admitted with a GPA below the minimum 2.5 and there were no candidates admitted with credentials from outside the United States. [19 TAC §227.10(a)(3)(B) and §227.10(e)]

Compliance Issues to be Corrected (see Compliance Plan)

- 19 TAC §227.10(a)(3)(A) *...the GPA shall be calculated from an official transcript...*

Action: Download transcripts from university database at time of admission to retain in EPP files.

- 19 TAC §227.17(f) *...an alternative certification program or post-baccalaureate program, prior to formal admission, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate...*

Action: Capture dated documentation on FBE logs to reflect they are completed after admission.

- 19 TAC §227.15(a)(1) - (2) *...An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred...*

Action: Do not allow admissions other than a) formal; or b) contingent upon receipt of official transcript showing degree conferred within semester of contingency admission. Revise relevant wording on standard admission letter.

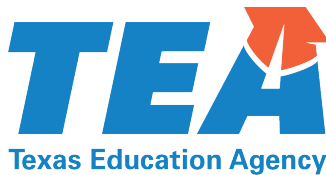
Recommendations

- Review 19 TAC §227.1(d) and §227.1(e) that requires information to be provided to applicants and candidates regarding a person’s potential ineligibility for certification due to criminal history. Update processes, documents, and/or website as necessary to convey the required information to applicants and candidates.

Based on the evidence presented, Rice University is not in compliance with 19 TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

This component was not scored for this EPP.



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COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- Teacher candidates complete field-based experiences (FBE) but it was noted that they are completed prior to admission into the EPP as well as some of the hours logged by candidates do not meet the requirements in 19 TAC §228.35(e)(1).
- Two (2) candidates completed clinical teaching and four (4) completed an internship. There was evidence that candidates received field supervision however there was limited evidence to verify the cooperating teachers, mentors, and field supervisors (FS) met the qualifications in 19 TAC §228.2(12), (16), and (23).
- There was limited evidence to verify the cooperating teachers, mentors, and FS were trained as required in 19 TAC §228.35(e). EPP staff stated training was provided however due to limited supporting documentation, training could not be verified.
- Internship dates compared with certification dates revealed that candidates are not required to finish the full school-year as required in 19 TAC §228.35(e)(2)(B) and none of the candidates met the allowances for internships of 30 days less than a full school year as identified in 19 TAC §228.35(e)(2)(B)(i).
- Each of the 6 candidates completing clinical teaching or internships were provided three (3) or more formal observations as required in 19 TAC §228.35(g). Documentation in candidates' records did not clearly reveal whether, or not, FS make first contact with candidates within the first three (3) weeks of the assignment. FS inconsistently completed the first observation within the first 6 weeks of assignment.
- FS capture instructional strategies observed during formal observations; however, the number of strategies documented is inconsistent.
- The EPP will need to implement a process to capture documentation at the conclusion of the candidate's clinical teaching or internship experience that the cooperating teacher, or campus supervisor, and FS agree, or not, the candidate is ready to be standard certified per 19 TAC §228.35(e)(2)(A)(iii) and §228.35(e)(2)(B)(vii).

Compliance Issues to be Corrected (see Compliance Plan):



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- 19 TAC §228.35(e)(1)(A) *An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, ...Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation.*

Action: Update EPP process and documents to capture interactive nature of 15 FBE hours. Revise instructions to candidates identifying acceptable hours. Review/revise degree plan to encompass courses where candidates complete required FBE hours so that they fall within the EPP and not before.

- 19 TAC §228.2(12), (23), and (16) *Cooperating Teacher / Mentor / FS ... who is an accomplished educator as shown by student learning...*

Action: Establish a documentation method to obtain that information such as a letter from the campus administrator, or similar. Retain documentation in candidates' records.

- 19 TAC §228.35(f) ... *The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.*

Action: Develop training for mentors and/or cooperating teachers. Create a sign in sheet, read receipt, or other similar process to capture signatures of attendees verifying attendance. For those receiving training from a school district or campus, request training certificates as evidence. Retain documentation in EPP records.

- 19 TAC §228.35(e)(2)(B) *An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP*

Action: When recommending certificates, the effective date on the standard certificate may not be before the candidate has completed the full school year of an internship. Update Candidate Handbook provided to interns to reflect a candidate must complete a full school year internship prior to being recommended for a standard certificate. Update the Statement of Eligibility or EPP benchmarking document to capture assignment start and end dates.



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- 19 TAC §228.35(g) ... *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...*

Action: For training that is already in place, have FS sign in at training and retain evidence of attendance in EPP records.

- 19 TAC §228.35(g) ... *The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment...*

Action: Review 19 TAC §228.35(g) regarding frequency and timing of field supervision; and create a calendar/observation schedule for FS; or create a FS log to capture FS activities.

- 19 TAC §228.35(g)(2) *An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.*

Action: Review 19 TAC §228.35(g) regarding frequency and timing of field supervision; and create a calendar/observation schedule for field supervisors.

- 19 TAC §228.35(e) ... *For each formal observation, the field supervisor shall ... document educational practices observed...*

Action: When training FS, provide training on capturing educational practices observed so candidate has a clear picture of the areas of proficiency and the areas of opportunity.

Recommendations

- If not already implemented, implement a process to meet requirement in 19 TAC §228.2(21) to capture agreement between FS and campus supervisor/cooperating teacher that the intern/clinical teacher is ready for certification at the conclusion of the internship or clinical teaching experience.

Based on evidence presented, Rice University is not in compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.



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COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

- All candidates' records contained benchmarking documents to show candidate progress through completing EPP requirements.
- EPP staff evaluate the design and delivery of teacher programs.

Compliance Issues to be Corrected (see Compliance Plan):

- None

Recommendations

- None

Based on evidence presented, Rice University is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to 19 TAC Chapter 247 relating to Educators' Code of Ethics (ECOЕ).

- Candidate admission records provided evidence that candidates sign an agreement to adhere to the ECOЕ.

Compliance Issues to be Corrected (see Compliance Plan):

- None

Recommendations

- None



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Based on evidence presented, Rice University is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA.

Compliance Issues to be Corrected (see Compliance Plan):

- None

Recommendations

- None

Based on evidence presented, Rice University is in compliance with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC §228 and §230

Findings

- Benchmarking documents in candidates' records, along with admission documents and those related to clinical teaching or internship provided evidence that candidates who achieved a standard certificate met requirements; however, interns were certified before the end of a full school year. Based on dates, it appears the EPP staff were calculating the "full school year" as the university year and not the school year on the K-12 campus because effective dates on certificates coincided with end of semester dates for the university.

Compliance Issues to be Corrected (see Compliance Plan):

- 19 TAC §228.35(e)(2)(B) *An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP*

Action: Provide training to certification staff to ensure all certification requirements are met prior to recommending the certificate. Advise candidates of these requirements in handbooks and/or website.



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Recommendations

- None

Based on evidence presented, Rice University is not in compliance with 19 TAC §228 and §230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC §229

Findings

- Most data reported to the TEA was accurate when compared with data in candidates' records. Some admission data provided on older GPA spreadsheets (2015-2016 and 2016-2017) was inconsistent with documentation found in candidate records and one (1) candidate was not reported on a GPA spreadsheet.

Compliance Issues to be Corrected (see Compliance Plan):

- 19 TAC §229.3(f)(1) *EPPs shall provide data for all candidates as specified in the figure...*

Action: Require staff who complete state reporting for the EPP to attend relevant TEA instructional webinars. Complete data collection in real time instead of at end of year to ensure all data is captured correctly, to include: 1) upload candidates into Test Approval as admitted within 7 days of formal admission date; 2) place admission information for each candidate on GPA spreadsheet at time of test approval upload; and 3) upload admitted candidate with Other Enrolled status onto the Finisher Records list in ASEP at time of Test Approval upload.

Recommendations

Based on evidence presented, Rice University is not in compliance with 19 TAC §229 – Integrity of Data Reported.

GENERAL PROGRAM RECOMMENDATIONS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Implement quality control procedures to ensure ASEP reports, including GPA spreadsheets, are submitted accurately during state reporting each year.



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- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, 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.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

A Compliance Plan was created collaboratively with the Rice University staff.