



Compliance Audit Report 2015-2016 University of Houston – Clear Lake

According to 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 under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per 19 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: Dr. Lawrence Kajs

County/District Number: 101-509

SBEC Approval Date: January 28, 1974

Texas Education Agency (TEA) Educator Preparation Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the University of Houston – Clear Lake educator preparation program (EPP), located at 2700 Bay Area Blvd, Campus Box 509, Houston, TX, 77058, in June 2016, as required by 19 Texas Administrative Code (TAC) §228.10(b) and TAC §229.6(a) which states that educator preparation programs "shall be reviewed at least once every five years". The program submitted documents for TEA review in a "Desk Audit" format. The focus of the review was the Traditional Undergraduate program and the EC-6 curriculum. The program's accreditation status is "Accredited". Following are the findings of the review.

Scope of the Compliance Review:

The scope of this review is restricted solely to verifying compliance with 19 TAC §227, §228, §229, §230 and §149.

Data Analysis:

Information concerning compliance with TAC governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the TEA on April 4, 2016. A TEA review of documents, student records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, TEA staff sent electronic questionnaires to University of Houston – Clear Lake EPP stakeholders. A total of 228 out of 1,037 (22%) responded to the questionnaires as follows: 20 out of 59 (34%) advisory committee

members; 54 out of 356 (15%) educator candidates; 40 out of 193 (21%) principals; 98 out of 387 (25%) cooperating teachers/mentors; and 16 out of 42 (38%) 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 review process. If the program is “not in compliance” with any identified component, the program should consult the Texas Administrative Code and is required to correct the issue immediately. A Compliance Plan was drafted after the close of the review that identifies compliance issues to be addressed. A timeline for completion was agreed upon between TEA and EPP staff. “Recommendations” are suggestions for general program improvement and no follow up is required.

Ongoing Communication and Compliance Plan:

Communication between TEA program specialists and the University of Houston – Clear Lake Associate Dean and staff occurred after the first review of EPP documents on August 3, 2016. The following people were in attendance: Dr. Larry Kajs, outgoing Associate Dean; Dr. Joan Pedro, incoming Associate Dean; Dr. Sue Brown, Department Chair Curriculum & Instruction; Dr. Felix Simieou, Department Chair Educational Leadership & Policy Analysis; Dr. Denise McDonald, Program Coordinator of Teacher Education; Dr. Kelly Moore, Director Center for Professional Development of Teachers & Center for Educational Programs; Joan Mauldin, Adjunct Teacher Education/Field Supervisor; Nanette Hutchinson, Coordinator of Educator Certification; David Benz, Director of Student Relations; and Tonia Coronado, Administrative Secretary, Associate Dean’s Office. The program then submitted additional required documentation for TEA review. The review was closed on August 19, 2016.

COMPONENT I: COMMITMENT AND COLLABORATION – 19 TAC §228.20

Findings:

1. Dr. Lawrence Kajs and Dr. Kelly Moore submitted the self-report, provided support, participated in all aspects of the training audit, and are accountable for the quality of the EPP and the candidates whom the program recommends for certification [19 TAC §228.20(c)];
2. The advisory committee currently consists of 35 members representing three (3) groups. Ten (10) members represent public/private K-12 schools, twenty-four (24) members represent higher education, and one (1) member represents business/community. A list of advisory committee members and original sign-in sheets from advisory committee meetings were provided as evidence of membership. The University of Houston – Clear Lake EPP meets minimum requirements for advisory committee composition [19 TAC §228.20(b)];
3. Agendas and dated meeting minutes were evidence that advisory committee meetings were held during the past three (3) academic years. Meeting dates were verified as follows:

2012-2013 Academic Year:

- October 8, 2012 - 20 members present

- November 12, 2012 - 13 members present
- February 25, 2013 – 15 members present
- April 22, 2013 – 17 members present

2013-2014 Academic Year

- September 30, 2013 – 20 members present
- November 4, 2013 – 17 members present
- February 3, 2013 – 13 members present
- April 13, 2014 (NCATE visit) – 16 members present

2014-2015 Academic Year

- September 25, 2014 – 15 members present
- March 9, 2015 – 16 members present
- April 27, 2015 – 14 members present (training noted & Handbook provided)

2015-2016 Academic Year

- October 20, 2015 – 28 members present (training noted & Handbook provided)
- November 10, 2015 – 14 members present
- February 18, 2016- 20 members present

The University of Houston – Clear Lake EPP meets the requirement that advisory committee meetings “shall meet a minimum of twice during each academic year” [19 TAC §228.20(b)];

4. Agendas, meeting minutes, and attendance records indicated that the advisory committee members assist in the design, delivery, evaluation, and major policy decisions of the EPP [19 TAC §228.20(b) and TAC §228.1(a)]; and
5. Advisory committee meeting minutes, agendas, and attendance records noting that advisory committee training was provided to members for the 2014-2015 and 2015-2016 academic years provide evidence that advisory committee members are informed of their roles and responsibilities [19 TAC §228.20(b)].

Compliance Issues to be addressed:

- None

Recommendations:

- Consider expanding advisory committee to include former candidates to provide a different perspective on educator preparation; and
- Consider providing an incentive to the members of the advisory committee for their involvement and assistance with the University of Houston – Clear Lake EPP by providing Continuing Professional Education (CPE) credit to members who need CPE hours for the renewal of their standard Texas certificates.

Based on the evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with 19 TAC §228.20 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION CRITERIA – 19 TAC §227.10

Findings:

1. The University of Houston – Clear Lake EPP admission requirements as identified on the website and in the self-report require the applicant to:
 - 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) [19 TAC §227.10(a)(1)];
 - Have a minimum admission GPA of 2.5 or at least a 2.5 in the last 60 semester credit hours [19 TAC §227.10(a)(3)];
 - Have a minimum of 12 semester credit hours in the subject-specific content area for the certification sought or 15 semester credit hours in math or science [19 TAC §227.10(a)(4)];
 - 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 [19 TAC §227.10(a)(5)];
 - Demonstrate English language proficiency skills as specified in §230.11(b)(5) by meeting the minimum score requirement on the TOEFL or by earning an advanced degree from a university where the language of instruction is English [19 TAC §227.10(a)(6)];
 - Submit an application [19 TAC §227.10(a)(7)];
 - Complete an interview or other screening instrument to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought [19 TAC §227.10(a)(7)];
 - Submit a one page essay [19 TAC §227.10(b)];
 - (For applicants seeking professional certification or master teacher certification) submit a Letter of Support from the campus building administrator [19 TAC §227.10(b)];
 - Complete the following courses : EDUC 4310, INST 3313 and SILC [19 TAC §227.10(a)(8)];
 - Complete a public speaking course with a grade of C- or better or submit a signed Speech Competency Form [19 TAC §227.10(a)(8)];
 - Verify having read “7 Things to Know Before Becoming a Teacher” [19 TAC §227.10(b)];
 - (For applicants seeking professional certification) submit a letter of recommendation beginning in 2009 [19 TAC §227.10(b)]; and

- (For out of country applicants) meet the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those when evaluated by a TEA approved transcript evaluation service [19 TAC §227.10(e)].
2. Records for twenty (20) candidates were reviewed to verify that admission requirements have been followed.
 3. Transcripts in each of the twenty (20) records reviewed provided evidence to verify that all candidates were enrolled as either an undergraduate or a post-baccalaureate (Post-Bac) student at University of Houston – Clear Lake [19 TAC §227.10(a)(1)];
 4. Based on a review of transcripts, candidates in the undergraduate program were admitted with a GPA range of 2.55-3.63 and the post-bac professional candidate was admitted with a GPA of 2.81 [19 TAC §227.10(a)(3)];
 5. Transcripts & transcript review worksheets for each of the nineteen (19) undergraduate candidates provided evidence that candidates were admitted with a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, or 15 semester credit hours in math or science [19 TAC §227.10(a)(4)];
 6. Documentation in the 20 candidate records reviewed indicated that candidates met the basic skills requirement in reading, written communication and mathematics. Candidate transcripts reflected either THEA scores or a conferred bachelor's degree [19 TAC §227.10(a)(5)];
 7. An additional record for one (1) out-of-country candidate was provided for review to verify the EPP requires applicants to demonstrate English language proficiency skills as specified in §230.11 prior to admission. The record contained TOEFL scores, with a score of 26 on the speaking portion. The program met the requirement as prescribed [19 TAC §227.10(a)(6) and TAC §230.11(b)(5)];
 8. The records for the out-of-country candidate contained a transcript evaluation completed by Span Tran Evaluation Services, a TEA approved provider [19 TAC 227.10(e)];
 9. Each candidate record contained a completed, signed and dated paper application [19 TAC §227.10(a)(7)];
 10. The screening instrument, a one page essay scored with a rubric by the Associate Dean, was required of all applicants. Documentation was identified in each of the 20 candidate records reviewed [19 TAC §227.10(a)(7)];
 11. Evidence of completion of EDUC 4310, INST 3313 and SILC was found in the 19 initial candidates' records reviewed [19 TAC §227.10(a)(8)];
 12. Verification of having read "7 Things to Know Before Becoming a Teacher" was found in the 19 initial candidates' records reviewed [19 TAC §227.10(b)];
 13. Completion of a Public Speaking Course with a grade of C- or better or a signed Speech Competency Form was found in the 19 initial candidates' records reviewed [19 TAC §227.10(a)(8)];

14. A letter of recommendation was not found in the 1 professional record reviewed because the candidate was admitted prior to 2009 when it became a requirement for admission for professional classes of certification [19 TAC §227.10(b)];
15. The admission requirements are published on the University of Houston – Clear Lake website [19 TAC §227.10(a)(7)]; and
16. Complete records for 20 candidates provided evidence that a candidate’s eligibility for admission to the program and evidence of completion of all program requirements are retained by the EPP for a period of five (5) years. Records are stored securely in paper format. All records are kept in a locked file in the Associate Dean’s Suite in the Bayou Building and monitored at all times. Files for former students are archived and scanned after five (5) years where they are stored on a password protected PC. These files are also located in the Bayou Building in a locked room. [19 TAC §228.40(d)]
17. The University of Houston – Clear Lake EPP staff were advised of future implementation of new rules as follows:

Formal Admission [19 TAC §227.17]:

- (a) For an applicant to be formally admitted to an 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.
- (d) The date of formal admission shall be effective upon the applicant’s acceptance of the offer of formal admission.

Incoming Class Grade Point Average [19 TAC §227.19(a)]:

(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 include:

(1) 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 (IHE):

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

(B) from which the most recent bachelor’s degree or higher from an accredited IHE was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or

(2) 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 IHE:

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

(B) from which the most recent bachelor's degree or higher from an accredited IHE 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.

Compliance Issues to be addressed:

- None

General Recommendations:

- None

Based on the evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with 19 TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings:

1. The curriculum review focused on the EC-6 certification field content.
2. The EPP staff were advised about the following new requirements in Texas Education Code (TEC) §21.044(g):
 - Consistent and accurate information must be provided to all educator candidates on the high expectations in the state;
 - Consistent and accurate information must be provided to all enrolled educator candidates on the responsibilities that educators are required to accept;
 - Consistent and accurate information must be provided to all applicants and enrolled candidates on the skills that educators are required to possess;
 - Consistent and accurate information must be 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 must be provided to all enrolled candidates on the importance of building strong classroom management skills.

3. The Core Subjects EC-6 alignment chart, Pedagogy & Professional Responsibilities EC-12 (PPR EC-12) alignment chart, the Technology Applications Alignment Chart, syllabi and course outlines were provided for review. Five (5) courses were reviewed in depth: ECED Reading Development in Young Children; LLLS 3211 – Survey of Reading; LLLS 4345.02 – Survey of Children’s Literature; LLLS 4344 – Reading and Writing for EC-6; and TCED 4323.01 – Math Methods. Based on the document review and the review of course materials, the curriculum is standards-based [19 TAC §228.30(a)];
4. A Texas Essential Knowledge and Skills (TEKS) Correlation Alignment Chart completed by the program, course syllabi, instructors’ lesson plans, and requirements for focused field-based experiences (FBE) served as evidence that the relevant TEKS are taught to all candidates [19 TAC §228.30(a)];
5. Information on course syllabi provided evidence that assessments are used in each course. In the five (5) representative courses reviewed, course materials contained assessments including quizzes, tests, and midterm and final exams with short answer, multiple choice, essay & analysis type questions. Candidate success on assessments was evidenced by transcripts reflecting passing scores in courses. Performance assessments included taking running records, creating lesson plans scored on a rubric, a Technology Integration presentation, and taking a practice STAAR exam and completing a related assignment pertaining to STAAR [19 TAC §228.40(a)];
6. A review of course syllabi, specific activities and assessments for ECED Reading Development in Young Children; LLLS 3211 – Survey of Reading; LLLS 4345.02 – Survey of Children’s Literature; LLLS 4344 – Reading and Writing for EC-6; and TCED 4323.01 – Math Methods provided evidence that the curriculum relies on scientifically-based research to ensure teacher effectiveness and aligns to the TEKS [19 TAC §228.30(b)];
7. Syllabi and representative coursework provided evidence that coursework and training are sustained, rigorous, interactive, student-focused, and performance-based and professional development is sustained, intensive, and classroom focused [19 TAC §228.30(b) and TAC §228.35(a)(2)];
8. Reading instruction is taught in ECED Reading Development in Young Children, LLLS 4311 – Survey of Reading, LLLS 4344.02 – Reading & Writing EC-6, and LLLS 4345.02 Survey of Children’s Literature. The five (5) required components of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension are taught within the reading courses [19 TAC §228.30(b)(1)];
9. The code of ethics and standard practices for Texas educators, as described in TAC §247, are taught in TCED 1301, EDUC 4310, LLLS 4311/4344, and TCED 4310. Candidates are provided with the Educator’s Code of Ethics in the Student Handbook. They are also required to sign and date an acknowledgement of reading and understanding the Code of Ethics [19 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) are reflected in the coursework: [19 TAC 228.30(b)(3)]
 - Instructional planning and delivery is addressed in TCED 4321 Math Methods EC-6, TCED 4323.04 Creating Positive Learning Environments, ECED 4302, ECED 4311, INST 3313, LLLS 4311/4312/4313/4332/4344/4345/4347/4348/4351/4352/4364/

4379/4389/4391, SPED 4313, and SILC 4311/4312/4316/4351/4302. Syllabi, alignment charts and a review of coursework served as evidence [19 TAC 228.30(b)(3)(A)];

- Knowledge of students and student learning are addressed in TCED 4321 – Math Methods, TCED 1301.02, SPED 4300.06 Survey of Exceptionalities, ECED 1301/1354/4302/4311/1303/1354/4302, LLLS 4311/4312/4313/4332/4344/4346/4364/4379/4389/4391, SPED 4332, SILC 4310/4312/4316/4351/4302/4315/4301, TCED 4303/4304/4306-Creating A Positive Learning Environment EC-6/4-8/7-12, and all TCED content methods courses. Syllabi, alignment charts and a review of coursework served as evidence [19 TAC §228.30(b)(3)(B)];
- Content knowledge and expertise is addressed in TCED 4321 – Math Methods EC-6, SPED 4300.06 – Survey of Exceptionalities, ECED 4302/4311/1303/1354, INST 3313, LLLS 4312/4313/4332/4344/4346/4364/4379/4389/4391, SPED 4312/4321, SILC 4351/ 4313, TCED 1301/4303/4304/4306/4321/4331/4631/4362/4363/4378/4368/4978/4631, and all content methods courses. Syllabi, alignment charts and a review of coursework served as evidence [19 TAC 228.30(b)(3)(C)];
- Learning environment is addressed in TCED 4323.04 Creating Positive Learning Environments, ECED 4302/4311/4314, LLLS 4312/3213/4332/4344/4346/4364/4379/4389/4391/4352/4347/4348/4391, SPED 4321, SILC 4351, TCED 4303/4304/4306, and all content methods courses. Syllabi, alignment charts and a review of coursework served as evidence [19 TAC §228.30(b)(3)(D)];
- Data-driven practice is addressed in ECED 4302/4311/4314, INST 3313, LLLS 4312/4313/4332/4344/4346/4364/4379/4311/4345/4351/4347/4348/4389/4391, SPED 4311/4313/2301, SILC 4351, TCED 4323/4333/4363/4378/4368, and all content methods courses. Syllabi, alignment charts and a review of coursework served as evidence of compliance [19 TAC §228.30(b)(3)(E)]; and
- Professional practices and responsibilities are addressed in TCED 4100, TCED 1301.01 Exploring Teaching as a Profession, ECED 4302/4311/4314, LLLS 4312 – Literacy Issues of Secondary Students, LLLS 4313/4332/4344/4346/4364/4379/4311/4345/4347/4348/4351/4352/4389/4391, SPED 2301/4313, SILC 4320/4313/4351/4315/4301/4310/4312/4316/4301, and TCED 1301/4321/4331/4631/4378/4668/4978. Syllabi, alignment charts and a review of coursework served as evidence of compliance [19 TAC §228.30(b)(3)(F)];

11. Instruction in detection and education of students with dyslexia as indicated in the Texas Education Code (TEC) §21.044(b) is provided in ECED 4311.02 – Reading Development in Young Children. Candidates are required to write a 2 page narrative overview to describe in detail how they will incorporate dyslexia content into lesson planning [19 TAC §228.30(b)(4)];

12. Instruction in detection and education of students with mental and emotional disorders, as indicated in the Texas Education Code [TEC) §21.044(c-1/c-2)] was provided to candidates in SPED 2301, INST 3331, SPED 4300, and TCED 4100/4303 [19 TAC §228.30(b)(5)]; and

13. In questionnaire responses, educator candidates and mentor/cooperating teachers reported the following regarding the EPP's delivery of instruction in the following areas:

Instruction Provided in the Following Areas:	Candidates Yes/No/Don't Know N = 16	Mentor/Cooperating Teachers Yes/No N = 48
Provide reading instruction in your certification field and grade level covering phonics, phonemic awareness, fluency, vocabulary development, and comprehension strategies	96% / 2% / 2%	84% / 16%
Identifying and modifying instruction for students diagnosed with Dyslexia	69% / 19% / 13%	49% / 51%
Providing support & modifications for students diagnosed with mental or emotional disorders	92% / 4% / 4%	62% / 38%
Use TEKS specific to your certification field	100% / 0% / 0%	91% / 9%
Administer the STAAR or end of course exams	56% / 33% / 10%	62% / 38%
Design clear, well organized, sequential lessons that build on students' prior knowledge	100% / 0% / 0%	92% / 8%
Design developmentally appropriate standards-based lessons	100% / 0% / 0%	-
Design lessons to meet the needs of diverse learners	98% / 2% / 0%	-
Communicate clearly and engage students in a manner that encourages a student's persistence and best efforts	98% / 2% / 0%	90% / 10%
Lead class discussions and activities that provide opportunities for developing higher order	96% / 2% / 2%	87% / 13%

thinking skills		
Check for understanding & give immediate feedback, and make lesson adjustments as necessary	96% / 2% / 2%	89% / 11%
Instill the belief that all of your students have the potential to achieve at high levels	98% / 0% / 2%	96% / 4%
Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning	98% / 2% / 0%	94% / 6%
Facilitate each student's learning by employing evidence-based practices and concepts	98% / 0% / 2%	91% / 9%
Apply major concepts, themes, multiple perspectives, assumptions, inquiry, structure, and real-world applications of your grade-level and subject-area content	98% / 2% / 0%	89% / 11%
Design and execute lessons that are consistent with the concepts of your specific discipline and are aligned to state standards	100% / 0% / 0%	96% / 4%
Utilize content-specific pedagogy that meets the needs of diverse learners	98% / 2% / 0%	89% / 11%
Create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds	100% / 0% / 0%	97% / 3%

Establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior	100% / 0% / 0%	83% / 17%
Engage students in active learning as indicated by their level of motivation and on-task behavior	98% / 2% / 0%	-
Create & implement formal and informal methods of measuring student progress	98% / 2% / 0%	86% / 14%
Set individual and group learning goals and communicating these goals to students and families	96% / 2% / 2%	84% / 16%
Collect, review, and analyze data to monitor student progress	96% / 0% / 4%	83% / 17%
Utilize data you collect and analyze to plan your instructional strategies	94% / 0% / 6%	81% / 19%
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	96% / 4% / 0%	92% / 8%
Seek out opportunities to lead students and other educators	94% / 4% / 2%	-
Model ethical and respectful behavior and demonstrate integrity as defined in the Texas Educator's Code of Ethics	100% / 0% / 0%	97% / 3%

Compliance Issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with 19 Texas Administrative Code §228.30 - Curriculum.

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

1. University of Houston – Clear Lake EPP coursework and training ensure the educator is effective in the classroom. Degree plans were present in each of the 20 candidate's records reviewed. One of the candidate records reviewed was for a candidate seeking certification as a school principal [19 TAC §228.35(a)(1)];
2. In the undergraduate program, elementary and middle school candidates complete 1965 clock-hours of coursework, high school candidates complete 1900 clock-hours and all-level candidates complete 2033 clock-hours. In the Post-Bac & ACP programs, elementary and middle school candidates complete 1020 clock-hours of coursework, high school candidates complete 820 clock-hours and all-level candidates complete 1015 clock-hours [19 TAC §228.35(a)(3) and TAC §228.2(5)];
3. Candidates seeking certification in elementary or middle school in the undergraduate program complete 195 clock-hours of Field-Based Experiences (FBE). High school candidates complete 130 clock hours of FBE and all-level candidates complete 263 clock-hours of FBE. Post-Bac & ACP candidates seeking elementary or middle school certification complete 95 clock-hours of FBE, high school candidates complete 130 clock-hours of FBE, and all-level candidates complete 235 clock-hours of FBE. Documentation, including time logs signed by the observed teacher and candidate reflections and activity sheets, in 19 out of 20 candidates' records reviewed verified completion of FBE hours. According to EPP staff, "the documentation of field-based experience varies by course. The documentation includes course reflections (DAPS), reflective teaching journals, reflective papers, tutoring logs, field experience logs, etc." EPP staff provided a field based experiences table with descriptors to correspond with FBE completed. The school principal candidate was not required to complete FBE. All FBE took place in approved public or private schools prior to clinical teaching [19 TAC §228.35(a)(3); TAC §228.35(d)(1); and TAC §228.2(9)];
4. In the undergraduate program, all candidates complete 1770 clock-hours of coursework prior to clinical teaching. In the Post-Bac and ACP programs, elementary and middle school candidates complete 825 clock-hours of coursework prior to clinical teaching or

internship, high school candidates complete 690 clock-hours of coursework prior to clinical teaching or internship and all-level candidates complete 780 clock-hours. A review of curriculum, degree plans and course/module schedules provided evidence for 19 out of 20 files reviewed [19 TAC §228.35(a)(3)(B)];

5. University of Houston – Clear Lake EPP requires candidates to complete 14.4 weeks of clinical teaching or a full-year internship consisting of 183 days. Clinical teaching placement lists, degree plans in candidates' records and requirements stated in handbooks served as evidence of compliance. Of the 20 candidate's records reviewed, eighteen (18) candidates completed clinical teaching, one (1) candidate completed an internship. The records for the professional candidate did not contain documentation to support that a practicum had been completed. The program submitted additional documentatoion for another professional principal candidate to ensure that TEA had sufficient documentation to support that professional candidates complete a practicum or internship [19 TAC §228.35(d)(2) and TAC §228.35(3)];
6. Placement lists with start and end dates in 18 of the candidates' records provided evidence that the clinical teaching or internship experience occurred in an actual school setting rather than a distance learning lab or virtual school setting. All candidates were placed in public schools for clinical teaching or internship [19 TAC §228.35(d)(2)(B)(ii)];
7. All coursework and training is completed prior to EPP completion and standard certification. Benchmarks documents, degree plans and candidate transcripts served as evidence for all records reviewed [19 §228.35(a)(4)];
8. Each candidate was assigned a cooperating teacher in the clinical teaching assignment or a mentor teacher in an internship assignment. A candidate placement list with cooperating or mentor teacher assigned and start/end dates served as evidence of compliance for 19 records reviewed. The principal candidate was assigned a site supervisor [19 TAC §228.35(e) and TAC §228.2(19)];
9. Training is provided to mentors and cooperating teachers. Training was provided for the following years: 2013-2014, 2014-2015 & 2015-2016. For the 2015-2016 year, cooperatiing/mentor teachers were trained in a cognitive coaching model. The training material & a certificate of completion were provided for each cooperating/mentor tracher trained. Original signatures and dates on documentation or dated online records of completion verified training was received for each of the three (3) academic years. It was noted that multiple trainings were provided each year at multiple locations. The program has undergone an internal audit and determined that it needs to develop an online training module for cooperating/mentor teachers to facilitate training without staff having to travel to several districts for training each year [19 TAC §228.35(e)];
10. The University of Houston – Clear Lake has 35 field supervisors. All field supervisors hold a valid teacher or administrator certificate. Resumes/vitae detailing field supervisor credentials and current teaching certificates were provided for review. Candidate placement lists containing field supervisor assignments in each of the candidate's records provided evidence that each candidate was assigned a field supervisor [19 TAC §228.35(f) and TAC §230.37(c)(2)];
11. Field supervisors receive annual training. Field supervisor training was provided on September 10, 2015. An agenda with a link to the training, training materials, original

training sign-in sheets, and certificates of completion were provided as evidence. A field supervisor handbook, which outlined the responsibilities of the field supervisor, was also provided. The documentation provided evidence that 18 field supervisors were trained in fall 2013-2014 and 14 were trained in 2014-2015 [19 TAC §228.35(f) and TAC §228.35(g)];

12. Field supervisors made initial contact with candidates within the first three (3) weeks of the clinical teaching or internship assignment as required. Each of 20 candidate records reviewed, which included an additional principal candidate record, contained a document signed by the candidate and the field supervisor verifying the start date of student teaching or internship and the date the first contact was made. First contact was either face-to-face or via email [19 TAC §228.35(f) and TAC §228.35(g)];
13. According to documentation found on the website & in the Student Handbook, candidates are required to receive four (4) observations during the 14.4-week clinical teaching or full-year (183 day) internship assignment. Twelve (12) of the eighteen (18) records reviewed contained 3 or 4 observations. The remainder of the files reviewed had fewer than 3 observations documented. The candidate in the internship assignment had no observation documentation. The principal candidate had no observation documentation [19 TAC §228.35(f)(4) and TAC §228.35(g)(3)];
14. Each observation is required to be 45 minutes in length, conducted by the field supervisor, and occur on the candidate's site in a face-to-face setting. Not all observations were 45 minutes in length. The program was provided with guidance to ensure that candidates at the kinder level are observed by the field supervisor for a minimum of 45 minutes. Specifically, the field supervisor can observe an entire 30 minute lesson and continue the observation into the next lesson or activity for the next 15 minutes [19 TAC §228.35(f)(1)];
15. It was verified that the first observation occurred within the first 6 weeks of assignment for 15 out of 18 (83%) candidates reviewed. Dated observation instruments were provided as evidence [19 TAC §228.35(f)(2) and §228.35(g)(2)];
16. Signed and dated observation documents in 12/19 (63%) of candidate's records reviewed verified that each field supervisor documented instructional practices observed and provided written feedback through an interactive conference with each candidate. Additional documentation provided by the program included screenshots of the ECOS screen noting observations and date. This documentation was not accepted because there is no way for TEA to determine if the candidates actually were provided with written feedback or had an interactive conference with the field supervisor [19 TAC §228.35(f) and TAC §228.35(g)];
17. A copy of each observation was not provided to the candidate's campus administrator. Documentation was only provided for 2 out of 19 (11%) records reviewed. The additional documentation provided for the remainder of the records was the dated observation with signature of field supervisor, name of candidate & the date the document was given to the campus principal. This was not accepted by TEA because there was no signature of the principal or designee on the documentation [19 TAC §228.35(f)]; and
18. The documentation provided to verify that candidates receive informal coaching and observations was not accepted. The evidence provided for 18/20 (90%) candidates' records reviewed, indicated the informal observations and coaching was conducted by

the cooperating teacher or mentor and not by the field supervisor [19 TAC §228.35(f) and TAC §228.35(g)].

Compliance Issues to be addressed:

- Require the University of Houston – Clear Lake Field Supervisors to provide a minimum of 3 observations during the 14.5 week clinical teaching assignment or yearlong internship assignment. Require each observation to be 45 minutes in length. Provide a copy of the written feedback to the campus administrator or designee. Maintain the documentation in each candidate's record per 19 TAC §228.40(d) [19 TAC §228.35(f)]; and
- Require the University of Houston – Clear Lake Field Supervisors to provide additional observations & coaching as necessary. Document those observations & coaching and maintain that documentation in each candidate's record per 19 TAC §228.40(d) [19 TAC §228.35(f)].

Recommendations:

- While the program submitted documentation for one additional principal candidate from admission to completion, it is recommended that the University of Houston – Clear Lake review and implement the requirements for field supervision and practicum for all professional certification classes that the program is approved to offer. Specifically, candidates seeking certification as a school principal are required to complete 200 clock-hours of standards-based coursework and training and a 160 clock-hour standards-based practicum. The practicum must be supervised by an experienced Field Supervisor who observes the candidate and provides written feedback and a site supervisor that works with the candidate on a daily basis.

Based on evidence presented, the University of Houston – Clear Lake Educator Preparation Program is not in compliance with 19 Texas Administrative Code §228.35 – Program Delivery and On-Going Support.

COMPONENT V: PROGRAM EVALUATION – 19 TAC §228.40

Findings:

1. The University of Houston – Clear Lake EPP has established benchmarks to ensure that candidates are prepared to receive standard certification. Documentation detailing the benchmark activity, timeline, and person within the program responsible and the candidate record showing progression through the program by verifying benchmarks was provided by the program as evidence for candidate files reviewed. Benchmarks include: candidate plan of study; admission to the Teacher Education Program & coursework completed; state assessments passed; completion of Internship 1 (TCED

4378) and Internship 2 Student Teaching (TCED 4978); graduation; and certification. Each of the benchmarks described were found in 19 out of 20 records reviewed. The principal candidate record contained no benchmark documentation [19 TAC §228.40(a)];

2. The program determines the candidates' readiness to take the appropriate certification exams. Candidates must take TCED 4100, a test prep seminar, and must meet for 15-21 hours outside of class with a focus on TExES exams and test-taking strategies. The Student Handbook details the criteria for testing. Benchmark documents with date of passed test(s) were found in 19 out of 20 candidates' records reviewed. There was no documentation in the principal record reviewed [19 TAC §228.40(b) and TAC §230.21(b)];
3. The EPP does not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of the requirements for admission and has been fully accepted into the EPP. Each candidate record reviewed (19 out of 20 records) contained a dated document noting the date of test approval for the PPR EC-12 exam and a dated letter of admission to the EPP, signed by each candidate [19 TAC §228.40(b)]; and
4. As required in 19 TAC §228.40(c), The University of Houston – Clear Lake EPP staff continuously evaluate 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. Advisory committee meeting agendas and minutes served as evidence of compliance. Additional evidence included documentation detailing the evaluation activity, timeline, and person responsible. The program also provided the following evidence: Program Evaluation by the Teacher Certification Council, Program Evaluation meeting documentation, CAEP/NCATE evaluations, candidate evaluations & candidate Exit Survey for the 2014-2015 academic year; and
5. The accreditation status of the EPP is posted on the EPP website [19 TAC §227.1(c)(3)(B)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with 19 Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings:

19 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).

1. The University of Houston – Clear Lake EPP provided a spreadsheet indicating that 108+ faculty/staff members had read and understand the Code of Ethics for the 2015 & 2016 academic years. An annual training link is sent to all faculty and staff each year. At the completion of training, a certificate of completion is printed out and signed by each faculty member; and
2. Of the 20 candidates' records reviewed, 19 (95%) contained a signed statement of reading & understanding the Code of Ethics. The 20th record did not have documentation because that was not a requirement in 2008. Candidates participate in the TEA Ethics Training.

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with 19 Texas Administrative Code §228.50(a) regarding Professional Conduct.

COMPONENT VII: COMPLAINTS AND INVESTIGATIONS PROCEDURES -19 TAC §228.70

1. As required in 19 TAC §228.70(b)(1), the EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to attempt to resolve complaints at the EPP level in a timely manner before a complaint is filed with TEA staff. The University of Houston – Clear Lake has a complaint policy on file with TEA;
2. The EPP complaint policy is posted on the EPP website and in conspicuous locations at the front desk of the School of Education Advising Office, Room 1231, in the Bayou Building, B-1231 hallway, and on monitors located within the Arbor, Bayou & Student Services Buildings [19 TAC 228.70(b)(2) and TAC 228.70(b)(3)]; and
3. The EPP has a system established to ensure that, upon request of an individual, the EPP will provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff. The written process is provided at the front desk of School of Education Advising Office [19 TAC §228.70(b)(4)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with 19 Texas Administrative Code §228.70 regarding Complaints and Investigations Procedures.

COMPONENT VIII: RULES FOR ISSUANCE OF CERTIFICATES – 19 TAC §230

1. One (1) of the 20 candidates reviewed completed an internship. The candidate was in an EC-6 placement. Documentation of the placement came from the candidate's ECOS screen noting the probationary certificate was valid from 1/21/2013-1/21/2014. There was no other documentation, such as observations completed during the internship year by the field supervisor [19 TAC 230.37(a)(2) and TAC 230.37(b)(3)(B);] and
2. The intern was in an appropriate placement in the subject area and at the grade level of certification sought. The candidate passed the content exam prior to internship start date. The content exam date and dates of probationary certificate issuance were verified in the Educator Certification Online System (ECOS) [19 TAC §230.37(e)(1)(A)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, the University of Houston – Clear Lake Educator Preparation Program is in compliance with Texas Administrative Code §230 regarding Rules for Issuance of Certificates.

Standard Recommendations for the University of Houston-Clear Lake EPP:

- Align the verbiage of University of Houston – Clear Lake EPP to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, mentor/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 / meetings 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 update emails to the assigned program specialist.