



## Compliance Audit Report 2014-2015 University of Mary Hardin-Baylor

According to Texas Administrative Code (TAC) §228.10(c), "An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the Texas Education Agency (TEA) staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per TAC §228.1(c), "All educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The Texas Education Agency administers Texas Administrative Code required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at [www.tea.state.tx.us](http://www.tea.state.tx.us) for details.

**Contact Information:** Dr. Marlene Zipperlen

**County/District Number:** 014503

**SBEC Approval Date:**

Program Specialist, Lorrie Ayers, and Educator Preparation Manager, Sandra Jo Nix, conducted a Texas Education Agency Compliance Audit of University of Mary Hardin-Baylor, Belton, TX on September 30 – October 2, 2014. The focus of the compliance audit was the Generalist EC-6 certification program. The following are findings and recommendations for program improvement.

### **SCOPE OF THE COMPLIANCE AUDIT:**

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

### **Data Analysis:**

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency. An on-site review of documents, student records, course material, online courses, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires developed by TEA staff were sent to University of Mary Hardin-Baylor stakeholders. Thirteen out of 24 (54%) advisory committee member; 18 out of 86 (29%) student teachers; four out of eight field supervisors; nine out of 59 (16%) principals; and 56 out of 150 (37%) cooperating teachers/mentors responded. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric alignment to determine compliance of Texas Administrative Code.

### **Opening and Closing Session:**

The opening session on September 30, 2014 was attended by Dr. Joan Berry, Cindy Selman, faculty, and an advisory committee member. The closing session on October 2, 2014, was attended by the same individuals, as well as, Dr. Marlene Zipperlen.

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

#### **FINDINGS:**

Based on the evidence presented, University of Mary Hardin-Baylor is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

#### **FINDINGS:**

Based on the evidence presented, University of Mary Hardin-Baylor is in compliance with TAC §227 - Admission Criteria.

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

#### **FINDINGS:**

Based on evidence presented, University of Mary Hardin-Baylor is in compliance with Texas Administrative Code Section §228.30 – Curriculum.

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

#### **FINDINGS:**

Based on evidence presented, University of Mary Hardin-Baylor is in compliance with Texas Administrative Code Section §228.35 – Preparation Program Coursework and/or Training.

## **COMPONENT V: Assessment and Evaluation of Candidates for Certification and Program Improvement – Texas Administrative Code (TAC) §228.40**

### **FINDINGS:**

Based on evidence presented, University of Mary Hardin-Baylor is compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

## **COMPONENT VI: Professional Conduct (TAC) §228.50**

### **FINDINGS:**

Based on evidence presented, University of Mary Hardin-Baylor is in compliance with Texas Administrative Code §228.50 – Professional Conduct.

### **Compliance Issues and Recommendations:**

Compliance issues result from inadequate evidence supporting one or more of the audit indicators found by the Texas Education Agency. Where indicators have not been met, the program is out of compliance and should consult the Texas Administrative Code (TAC) to correct the issue(s) IMMEDIATELY. Failure to comply with TAC governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC 229 (2010).

General and Standard recommendations are for program improvement only.

### **COMPLIANCE ACTIONS:**

None

### **GENERAL PROGRAM RECOMMENDATIONS:**

#### **Component 1: Governance**

- Seek representatives from the business and community as well as other members such as teaching candidates and cooperating teachers to serve on the advisory committee;
- Add members from the professional class programs (principal, counselor, etc.) to represent their respective programs on the advisory committee;
- Agenda topics for each professional class should be added to the advisory committee to update the advisory committee and seek their guidance on the respective programs;
- Document that each advisory committee member has received training on their roles and responsibilities and received a handbook;

## **Component 2: Admission Criteria**

- Establish policies for out-of-country students that address the requirement of the TOEFL (to take all sections of the test with an Oral Score of 26 as a minimum for entrance into the educator preparation program). Post these requirements on the EPP website;
- Maintain a defined entry point for candidates into the educator preparation program which allows for completion of a minimum of 300 clock hours prior to student teaching.

## **Component 3: Curriculum**

- Ensure that course assessments measure mastery of knowledge and skills of educator standards required for certification;
- Use TEXES formatted type questions in all education course assessments in order to acquaint students with format, vocabulary, and strategies for arriving at the correct answer;
- Reevaluate and redirect the use of reflections in classroom assignments and assessments;
- Reevaluate the use of attendance points in arriving at a grade for a class; consider instead another method of encouraging attendance such as exit tickets which contain graded content;
- Increase the frequency of lesson plan development in coursework to the level that it is not an event but a usual occurrence;
- Have students create a teacher's tool box of lessons and activities collected from their education courses as a resource for the first year of teaching;
- Ensure faculty model instruction, assessment, and interactive teaching strategies through their coursework;
- Continue program quality control by conducting classroom observations and course content reviews to ensure rigor and depth and to prevent duplication of content;
- Ensure all candidates receive instruction in reading focusing on each of the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension);
- Continue with plans to include data management and analysis instruction to train candidates to make data driven decisions for student academic growth;
- Review Education Minor course of study to ensure complete coverage of educator standards and curriculum requirements.

## **Component 4: Program Delivery and On-Going Support**

- Ensure each cooperating teacher receives a teacher handbook via email with a read receipt as evidence of training provided by the EPP;
- Develop a series of focused field-based experience guides.

## **Component 5: Program Evaluation**

- Maintain and document benchmarks for each candidate as they progress through the program.

**Standard Recommendations:**

- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Participate in Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to Texas Administrative Code (Webinar Series);
- Continue to participate in webinars provided by the Division of Educator Certification & Standards to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Align the verbiage of the program to that of current Texas Administrative Code. For example: Applicant / Candidate / Field Supervisor / Internship / Clinical Teacher
- Ensure that TEA staff has the most current contact information by sending an email to the program specialist assigned.

**Commendation:**

**TEA wishes to commend the University of Mary Hardin-Baylor for consistently providing candidates with field experiences that far exceed (both pre-student teaching and during student teaching) those required by Texas Administrative Code.**