



## Compliance Audit Report 2010-2011 Baylor University

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](http://www.tea.state.tx.us) for details contained in each rule.

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Dr. Phillip Eaglin, Program Specialist, and Dr. Mary Black, Program Specialist, conducted a Texas Education Agency continuing approval visit on December 7 - 9, 2010. 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:**

Baylor University is in compliance with all the indicators reviewed in accordance with Texas Administration Code (TAC) §228.20.

The advisory committee which represents broad shared governance consists of 75 members listed in the self report: 6 from a school district, 68 from higher education, 0 from an education service center, and 1 from business and community. To better secure the input of business and community members (such as parents) and to present a more balanced perspective in decision making, it is recommended that additional members of that particular stakeholder group be recruited and prepared to serve on the advisory committee. The composition of the advisory committee meets the requirements of TAC Section 228.20(b). However, the advisory committee and the College of Education would benefit from increased depth of membership by including mentor teachers, interns, school district human resource directors, and additional members from the communities that it serves. At the same time, the size of the committee must be considered in order to provide an environment for idea and information exchange through interactive dialogues.

An advisory committee meeting of the Professional Education Faculty (PEF) was held on October 6, 2010. According to the self-report, the next advisory committee meeting has been scheduled for April 4, 2011. Meetings are held twice a year as required by TAC Section

228.20(b). Agendas and attendance records (i.e., by list of attendees on the minutes) were available during the document review as evidence of compliance. Minutes of the meetings were kept by the program to confirm the level of committee member involvement. The minutes of advisory committee meetings record and reflect the participation of members in the analysis of program curriculum, design, evaluation, performance, improvement, and field-based experiences. Thirty-three out of 75 advisory committee members responded to the questionnaire sent by the Texas Education Agency (TEA). Thirty-nine percent (39%) of the responding committee members indicated they had served on the advisory committee from one to three years. Seventy-eight percent (78%) of the members also indicated that they were familiar with TAC Chapters §227, §228, and §229. Fourteen of the advisory committee members indicated that the type of teaching practicum offered by the program was “clinical teaching”. Thus, it is evident that these particular advisory committee members misunderstand the type of practicum offered by the program. Committee members should be provided more information on the practicum provided by the program.

Two of the responding advisory committee members (6%) indicated that they do not participate in designing or revising the educator preparation program’s curriculum, and 7 out of 33 indicated that they do not participate in evaluating data for the purpose of preparing an improvement plan for the program. However, from a review of meeting minutes, there was evidence of advisory committee involvement in the evaluation of program performance and improvements, such as a review of data on the number of candidate placements within developmental levels and a review of data from candidates on curriculum changes such as an increased focus on technology preparation. Other topics of review and advice by the advisory committee included curriculum planning dispositions, assessment dispositions, and the program’s eighteen benchmark statements.

Because of the importance of the advisory committee’s contributions and since there are ongoing revisions being made to TAC, it is recommended that yearly training such as that provided by the TEA webinar, be provided to the members. Since the membership of the advisory committee, especially those new to the committee and those from the business and community group, may not be familiar with all of their roles in the analysis of program planning, evaluation and design, it is recommended that a distinct advisory committee handbook be developed to help guide the activities and responsibilities of the committee. The current advisory committee handbook is the School of Education Policy and Procedure Handbook and is mainly designed to address the roles of University faculty and not those of other stakeholder groups. A sample of such a handbook was provided to the preparation program by TEA staff.

Committee members should be provided with state and federal reports related to educator preparation and teacher quality so that an overall program evaluation and recommendation can be made for program improvement. It is also strongly recommended that committee members continue to receive professional development regarding the Texas Administrative Code (TAC) §227, §228, §229 so that all recommendations can be clear and measurable.

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

### **Findings:**

#### **Baylor University is in compliance with Texas Administrative Code §227.10-Admission Requirements.**

Per the self-report, information found on the Baylor website and in other documents presented, in order to be admitted to Baylor University, the candidates must have satisfactory grades and scores on the SAT, ACT, GRE, or the TSI instruments, and have passed all sections of the TOEFL if they are a student from out of the country. In order to be admitted to the certificate program in the College of Education, the candidate must complete an application for formal admission, must be currently enrolled or have been accepted for admission at Baylor University, must have completed a minimum of 60 semester credit hours of University course work, must have a minimum overall GPA of 2.6 for the last 60 credit hours of accepted coursework, must have a minimum of 12 semester credit hours in subject-specific content area(s) for the planned certification with a minimum GPA of 2.6 for those courses, and must have demonstrated basic skills in reading, written communication, and mathematics by passing the Texas Higher Education assessment (THEA) with a minimum score of 230 in reading, 230 in mathematics, and 220 in writing. The program's GPA requirement exceeds the TAC minimum requirements. These admission requirements were confirmed in the student folder review. During the document review, TEA staff viewed samples of the application materials.

Baylor University disseminates recruiting information to potential candidates through the website, the University catalogue, and school and community college visits.

Baylor indicated that no students were admitted under the 10% cohort rule.

## **COMPONENT III. CURRICULUM - Texas Administrative Code (TAC) §228.30 – EDUCATOR PREPARATION CURRICULUM**

### **Findings:**

#### **Baylor University is in compliance with TAC §228.30 Educator Preparation Curriculum.**

The College of Education faculty consists of 80 members ranging from assistant professors to senior lecturers. In reviewing the faculty information presented in the document review, fifty-eight (49) have doctorates and twenty-three (31) have master's degrees. Furthermore, forty-five (45) are certified Texas teachers and sixteen (16) are certified teachers from other states or are no longer certified in Texas.

Ninety-seven percent (97%) of the interns indicated that they had been provided with a clear and concise course syllabus. In reviewing the available course syllabi from Baylor, it was found that the University did not have prescribed common components for the course syllabi. While coverage of the 17 curriculum topics were confirmed through the self-report and student teacher/intern responses, as well as through the course correlation matrixes required by TEA, coverage of the topics were not always noted in the syllabi that were reviewed. It is recommended that a common format for the syllabi be created and that all syllabi provide a more intentional presentation of the seventeen (17) required curriculum topics, relevant TEKS, and the SBEC educator standards that are aligned with the educator preparation courses.

Per TAC §228.10 (e), an educator preparation program that is rated "accredited," as provided in §229.3 of this title (relating to The Accreditation Process), may request additional certification fields be approved by TEA, by submitting a curriculum matrix with a description of how the standards for Texas educators are incorporated into the educator preparation program's curriculum. The EC-6, science 4-8, and science 8-12 fields were the certification areas identified as primary foci of the compliance audit. TAC §228.30 requires that the curriculum be aligned to the relevant educator standards as the curricular basis for each certification field of the educator preparation program's curriculum. As required by TAC §228.35, the educator preparation program shall provide candidates with coursework and/or training that is directly related to that certification area and is aligned to the state standards for the applicable certification field. The review of the program-reported curriculum matrixes for EC-6, Science 4-8, and Science 8-12 fields indicated the implementation of the SBEC-approved educator standards topics. Example instructional and assessment materials provided by the program during the visit indicated evidence of topic alignment with the related standards. To adequately prepare teacher candidates, it is recommended that a curriculum analysis be conducted to review and improve the alignment of course objectives, instructional activities, and assessments to the substance (i.e., depth of knowledge) of the required SBEC educator standards that candidates are to reach.

Since the English Language Proficiency Standards (ELSP) are addressed in the course TED 4312 and those standards were not evident in the syllabi of the EC-6, Science 4-8, and Science 8-12 courses, it is recommended that those and the rest of the program's certification fields are analyzed by the program to integrate the ELPS with content-methodology preparation. It is further recommended that the ELPS are aligned with all subject-area methods course objectives, activities, and assessments, e.g., science, so that teacher candidates can develop the knowledge and skills necessary for making such content accessible to English Language Learners. It is recommended that the aligned ELPS are included in the course syllabi for subject-area methods courses in the Generalist EC-6, Science 4-8, and Science 8-12 professional development sequence as well as for the subject-area methods courses in each of the University program's certification fields so that candidates can specifically understand how and why the ELPS are being integrated into content specific teaching and learning.

It is recommended that the EC-6, Science 4-8, and Science 8-12 be enhanced by including strategies for teaching scientific reading and scientific vocabulary development. When information was looked on how the science-content reading area is being addressed in the

reading preparation curriculum, it was not evident that it was being adequately addressed in the courses. From the review of the syllabi, it was not evident how well the program is preparing its prospective science teachers to use instructional models based on recent research for how students learn science—the research on addressing student misconceptions. Per the subject-specific knowledge and skills of the SBEC-approved educator standards (particularly for the secondary science subjects), it is recommended that the program includes in the curriculum learning theories and strategies for dealing with misconceptions such as those described in the National Research Council's *How Students Learn: Science in the Classroom*.

In reviewing the student teacher/intern questionnaires, in responding to how effective the course content was, the interns indicated that instruction in the following areas was effective: theories of how people learn (100%); instructional methods for motivating students (100%); how to develop a lesson (100%); how to use formative assessments to diagnose students learning needs (100%); models and methodologies in classroom management prior to placement as a teaching candidate (100%); and differentiating or changing instruction to meet individual student needs (100%). Areas that students would like to see more emphasis on were: teacher's responsibilities for administering the Texas Assessment of Knowledge and Skills examination (70%); students with special education needs (71%); and standards and teaching strategies for students designated as gifted and talented (73%). It is recommended that the program seeks assistance through presentations from local school district testing coordinators on the administration of TAKS/STARR responsibilities. From their questionnaires, cooperating teachers/mentors would like to see more preparation in the area of conducting parent conferences and in the candidate's understanding and implementation of standards and teaching strategies for students with limited English proficiency.

The TEA survey results provided from various stakeholder groups indicated a need for improvement related to issues of diversity in the Baylor educator preparation program. Comment from a field supervisor in the survey: From the past years I see improvement is needed in responding to the feedback that graduates give us, especially regarding a need from general education students seeking more experiences and instruction regarding students from diverse backgrounds. Comments from advisory committee members: Continued integration of diversity theory and practice in teacher preparation courses. Evaluation of our program is given by candidates that deserve more careful consideration and responses to curriculum revision suggestions. Students have requested more time and attention to working with diverse populations. Comment from a principal: Recruit more minority candidates. Program staff also confirmed that these are areas in which the program desires to improve. In light of this feedback, it is recommended that the educator preparation program develops and integrates program goals and strategies for recruiting, preparing, and retaining candidates from ethnically diverse backgrounds as well as curriculum strategies for preparing candidates for teaching ethnically diverse students. Several SBEC-approved educator standards address issues of cultural diversity such as preparing teachers to integrate contributions and experiences from various cultural groups, and the focus on those standards should be increased in each certification field's curriculum as this feedback requests.

Free-standing test preparation training sessions of more than the required six hours has been developed and delivered to ensure candidate success on the TExES test.

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

**Findings:**

**Baylor University is in compliance with TAC §228.35 Preparation Program Coursework and/or Training.**

The program is delivered in a face-to-face format with online tools used to enhance the curriculum, such as electronic portfolios.

According to program documents, the total hours for an elementary certificate are 2183 clock hours and for a secondary certificate 2043 clock areas. Elementary candidates complete 885 clock hours of coursework, and secondary candidates complete 465 clock hours of preparation prior to the internship. Nine-hundred sixty hours are completed during the internship/student teaching experience. No hours of district staff development is accepted by the program.

Baylor University requires a minimum of 120 hours of field experience, all of them as observation hours. According to the self-report and candidate teacher responses, time logs, focused observation activities, reflective journals, class discussions, responses to online questions, classroom activities, electronic portfolios entries, teacher work samples, formal evaluations, and internship presentations are used to reinforce a quality field-based experience.

The program reports that elementary and secondary candidates complete 960 hours of internship.

Baylor University has 23 field supervisors located at the Baylor University campus. All field supervisors are certified teachers with many years of public school service. Thirty-six percent (36%) of the field supervisors indicated that they had been involved in field supervision with this program for six to ten years.

Ninety-five percent (95%) of the interns reported that the field supervisors were effective or very effective. Eighty-three percent (83%) of the principals indicated in their questionnaire, which was administered by TEA, that they had received written feedback about the teaching candidates from the field supervisors.

The field supervisors also indicated in their questionnaire that they receive more than five types of training sessions in the past academic year. Training materials, agendas, and attendance records for field supervisors were available in the document review. Preparation meetings were also held depending on the needs of the field supervisors. In addition, the field supervisors were provided with a list of training materials such as the TxBESS handbook containing references to research-based resources. The program's Director and Assistant Director are TxBESS trainers-of-trainers.

Fifteen out of twenty-two cooperating teachers reported that training is provided through an orientation from Baylor University, and one hundred percent (100%) of the cooperating teachers reported having received a handbook or manual. The Teacher Education Handbook outlines the responsibilities of the field supervisor, district personnel, cooperating teacher, as well as those for the intern.

Per responses from 95% of interns and field supervisors in their respective questionnaires, the first contact with the intern was made within the first three weeks. TAC §228.35 (f) requires that the initial contact with the assigned candidate must occur within the first three weeks of assignment. Baylor University documents contact using a written log with anecdotal notes from the conference.

In reviewing the student folders, evidence of at least three formal observations was verified by observation forms. Field supervisors confirmed that formal observations were 45 minutes or more in duration followed by an interactive conference. However, 16% of interns reported that the observations were less than 45 minutes. TAC §228.35 (f) requires that each observation must be at least 45 minutes in duration and must be conducted by the field supervisor. The observation forms were PDAS oriented. The forms contained ratings for determining growth during the internship. The powerfulness of the document would be increased if it were more focused on content-knowledge and content-methodology specific aspects of the teaching process. It was very clear who conducted the observation and completed the observation form.

Baylor University staff reported that students who are struggling in the program receive assistance through numerous forms of support. Within the School of Education, varying degrees of support for undergraduate candidates are built into experience as candidates proceed through the program.

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

### **Findings:**

#### **Baylor University is in compliance with TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement.**

Per TAC §228.40 (a), “to ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate’s progress throughout the educator preparation program”. TEA staff determined that there was sufficient evidence of formative assessments of candidates’ progress. It is recommended that the frequent formative assessments of candidates’ progress throughout the program are aligned to the knowledge and skills of the educator standards. Specifically, formative assessments should be administered on the Teacher’s Responsibilities for Administering the TAKS and on Laws Regarding Special Needs Students—these are two that interns reported as areas for improvement on the survey. One question that the program should reflect upon is “How do you know if a candidate understands TAKS responsibilities prior to internship without the use of data from formative assessments of candidate progress?”

Baylor University maintains an extensive benchmarking and assessment system of candidate progress in the program through checklists, unit assessments and observations. The benchmarks with assessments for the courses leading up to the internship are established to

confirm acquisition of skills by candidates as they grow as teachers. It is recommended that the use of benchmarks and assessments of candidates' skills are continued for the methodology courses and other required courses prior to the Internship phase of the program. This approach provides the University with an ongoing developmental portrait of the teaching candidates.

The candidates' readiness to test for the content area and PPR is determined by the grades achieved on the practice tests and the instructor's analysis of the student performance in the stand-alone test preparation courses. This provides an accurate indication of the students' readiness to test.

Formative assessment of the overall performance of the program is an ongoing process. Baylor's plan for curriculum review requires the program to be evaluated every twelve months and by certification teams that meet on a regular basis. Curriculum evaluation includes all stakeholders and pertinent data is gathered from a variety of sources. Overall program evaluation is conducted annually with input from major stakeholders. Data is gathered from ASEP data, student, principals, faculty, retention data, results of TExES exams, number of testing attempts by candidates, and outside evaluation service such as NCATE and SACS.

All evaluations involve the Dean of the School of Education, faculty/instructors, advisory committee members, public/private school campus administrators, cooperating teachers, teaching candidates, and human resource personnel.

Student records are kept in both paper and electronic formats for five years in a secure environment.

The procedures for due process and grievance could be found in the Teacher Education Handbook. Members of the Baylor University staff have been designated to use the ASEP system and training has been received by key members in order to train others.

## **PROGRAM RECOMMENDATION**

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 TAC and initiate actions to correct the issue IMMEDIATELY. A Compliance Status Report will be required in sixty days on compliance recommendations.

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

**PROGRAM COMPLIANCE RECOMMENDATIONS: None.**

**GENERAL RECOMMENDATIONS: No progress report is necessary.**

- Develop a handbook which outlines the full roles and responsibilities of the advisory committee members.



- Recruit and prepare additional members of the business and community stakeholder group to serve on the advisory committee.
- Conduct yearly professional development for advisory committee members.
- Standardized a format for the course syllabi.
- Analyze program courses to improve the alignment of course objectives, instructional activities, and assessments to the substance (i.e., depth of knowledge) of the required SBEC educator standards that candidates are to reach and with the English Language Proficiencies (ELPS) found in TAC Chapter 74.4.
- Develop and integrate program goals and strategies for recruiting, preparing, and retaining candidates for ethnically diverse backgrounds as well as curriculum strategies for preparing candidates for teaching ethnically diverse students.
- Develop the curriculum syllabi to make instruction of the 17 curriculum topics, the relevant certification educator standards, the ELPS, and the formative and summative assessment types and criteria transparent to the candidates.
- Develop and provide an advisory committee handbook to reinforce roles and responsibilities and to emphasize the importance of the committee's involvement and commitment.
- Increase advisory committee members' understanding of Texas Administrative Code (TAC) §227, §228, and §229 so that parameters of recommendations can be clear and measurable.
- Include subject-specific preparation for teaching reading in the content areas, including a focus on scientific reading and scientific vocabulary, and include theories of how students learn science in the curriculum.