



Desk Audit Compliance Audit Report 2015-2016 McMurry University

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.texas.gov for details.

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County/District Number: 221-503

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Texas Education Agency Education Preparation Program Specialist, Vanessa Alba, conducted a compliance desk audit of the McMurry University Educator Preparation Program (EPP), located at 1 McMurry University 578, Abilene, TX 79698, in May, 2016, as required by Texas Administrative Code (TAC) §228.10(c) and TAC §229.6(a) which states that educator preparation programs "shall be reviewed at least once every five years". The focus of the audit was the Traditional Undergraduate Program and the EC-6 curriculum. The accreditation status of the McMurry University EPP is "Accredited – Action Plan".

Scope of the Compliance Audit:

The scope of this audit is restricted solely to verifying compliance with Texas Administrative Code (TAC) §227, §228, §229, and §230 and Commissioner Rules §149.

Data Analysis:

Information concerning compliance with TAC governing educator preparation programs was collected by various qualitative means. A self-report was submitted to TEA on February 29, 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 McMurry University EPP stakeholders. A total of 28 out of 61 (46%) responded to the questionnaires as follows: five (5) out of seven (7) advisory committee members (71%); three (3) out of 19 educator candidates (15%); six (6) out of 13 (46%)

principals; 11 out of 18 (61%) cooperating teachers/mentors; and three (3) out of four (4) field supervisors (75%). 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 compliance audit process. If the program is “NOT in compliance” with any identified component, the program should consult the Texas Administrative Code and correct the issue IMMEDIATELY. A “Compliance Plan” may be drafted during the desk audit that identifies compliance issues to be addressed. A timeline for completion will be agreed upon between TEA and the program staff. “Recommendations” are suggestions for general program improvement and no follow up is required.

Ongoing Communication and Compliance Plan:

Communication between the TEA program specialist and the McMurry University Department Chair occurred throughout the audit process. A conference call to review initial findings occurred on June 15, 2016. The Department Chair and Certification Officer were in attendance. As a result of that call, the McMurry staff submitted additional items. The audit was closed on June 17, 2016. The Compliance Plan was developed by TEA staff in conjunction with McMurry staff on July 6, 2016 via phone conference. General recommendations were incorporated into the report.

The following are the findings of the desk audit.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20

Findings:

1. Stephanie Scott, Ph.D., Department Chair, provided support, participated in all aspects of the desk audit, and is accountable for the quality of the EPP and the candidates whom the program recommends for certification. [TAC §228.20(c) and TAC §228.2(8)];
2. The advisory committee currently consists of seven (7) members representing three (3) groups. Three (3) members represent public/private schools, three (3) members represent higher education, and one (1) member represents a regional education service center (ESC). A list of advisory committee members and original sign-in sheets from advisory committee meetings were provided as evidence of membership. McMurry University EPP meets TAC §228.20(b) minimum requirements for advisory committee composition;
3. Meeting minutes and agendas provided evidence verifying advisory committee meetings were held two (2) times per year during the 2012-2013 thru 2014-2015 academic years. Meeting dates were verified as follows:
 - April 24, 2015 – 9 members present
 - October 9, 2014 – 12 members present
 - April 25, 2014 – 5 members present

- December 6, 2013 – 5 members present
- February 20, 2013 – 7 members present
- October 24, 2012 – 8 members present

There have been no advisory committee meetings during the 2015-2016 academic year due to a change in leadership within the department. The program is working toward re-establishing the advisory committee membership as they move forward.

The program also participates in Education Advisory Council meetings. During meetings, the Education Department communicates information to the faculty regarding TEA rules, state and federal reporting requirements, test scores, and other items which have a bearing on the University's curriculum. The Council advises the Education Department on changes in the education curriculum, admission standards for teaching candidates, the student teaching experience, the local job market in various fields, and helps set a direction for the recruiting of students into the teacher education program. That group has met consistently from May, 2013-December, 2015. Agendas, minutes and original sign-in sheets were provided for review. Because the Education Advisory Council is meant for faculty and staff of McMurry University, the group does not meet the requirements of TAC §228.20(b).

McMurry University EPP did not meet TAC §228.20(b) minimum requirements for advisory committee meetings twice during each academic year (September 1-August 31);

4. Agendas, meeting minutes, and attendee records provide evidence that the advisory committee members assist in the design, delivery, evaluation, and major policy decisions of the EPP. [TAC §228.20(b) and TAC §228.1(a)]; and
5. There is limited evidence that advisory committee members understand their roles and responsibilities. Advisory committee training was held on April 24, 2015, and six (6) members were in attendance. A training handbook was provided as evidence. The McMurry University EPP does not meet minimum requirements of yearly Advisory Committee training per TAC §228.20(b).
6. It was noted in the training materials submitted that ratification of amendments requires 2/3 majority vote of those present. As a result of reviewing that document, McMurry staff were advised that the purpose of the advisory committee is to advise and not to vote on topics of discussion.

Compliance Issues to be Addressed:

- Require the advisory committee to meet twice during each academic year (September 1-August 31). Maintain minutes, agendas and sign-in sheets as evidence of compliance. [TAC §228.20(b)]; and
- Require the advisory committee members to be trained each academic year (September 1-August 31) to ensure that each member understands his/her role and responsibilities [TAC §228.20(b)].

Recommendations:

- Consider adding former candidates to the advisory committee membership to add the perspective of a candidate;
- Consider expanding the advisory committee to include business/community members;
- Consider utilizing the TEA Advisory Committee Training PPT to train members regarding roles and responsibilities of the membership; and
- Provide an incentive to the members of the advisory committee for their involvement and assistance with the McMurry University EPP by providing Continuing Professional Education (CPE) credit to members who need CPE hours for the renewal of their Texas certificates.

Based on the evidence presented, the McMurry University educator preparation program is not in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

Findings:

1. The McMurry University 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) [TAC §227.10(a)(1), TAC §227.5(2) and TAC §230.11];
 - Have a minimum GPA of 2.5 or at least a 2.5 in the last 60 semester credit hours [TAC 227.10(a)(3)(A)];
 - 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 if seeking certification at grades 7 and above. [TAC §227.10(a)(4)(A); TAC §227.10(a)(4)(B); TAC §227.1(a)];
 - Demonstrate basic skills in reading, written communication and mathematics as demonstrated by a satisfactory scores on the Texas Higher Education Assessment (THEA) or meet the exemption requirements of the Texas Success Initiative (TSI) [TAC §227.10(a)(5) and TAC §230.37(a)];
 - Submit an application [TAC §227.10(a)(6)];

- Complete an interview or other screening instrument to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought [TAC §227.10(a)(6)];
 - Complete C&I 2110 course with a grade of A or B [TAC §227.10(a)(7)]; and
 - Earn a grade of 2.75 in an approved reading, writing and math course [TAC §227.10(a)(7)].
2. Twenty (20) candidate records were reviewed to verify that admission requirements are followed.
 3. Transcripts in each of the records reviewed provided evidence that candidates were enrolled as either an undergraduate or post-baccalaureate student at McMurry University [TAC §227.10(a)(1), TAC §227.5(2) and TAC §230.11];
 4. The McMurry University EPP requires a minimum overall GPA of 2.75 for admission. Transcripts in each of the candidate's records revealed an admission GPA range of 2.82-3.97. [TAC §227.10(a)(3)(A)];
 5. Transcripts and transcript review worksheets were provided as evidence that, at admission, each candidate reviewed had completed 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. [TAC §227.10(a)(4)(A); TAC §227.10(a)(4)(B); TAC §227.1(a)];
 6. Transcripts documented that reviewed candidates met the basic skills requirement in reading, written communication and mathematics by ACT/THEA/Accuplacer/SAT or TSI exemption with degree conferred [TAC §227.10(a)(5) and TAC §230.37(A)];
 7. Signed and dated paper applications were found in all candidates' records reviewed. [TAC §227.10(a)(6)];
 8. Each of the candidate's records contained a "Readiness Sheet", which appeared to be an admission check list where candidates received a score of "1" or "0" in 9 areas: overall GPA; overall teach GPA; Readiness in Reading, English 1310 or above with a grade of A or B; Math 1311 or above with a grade of A or B; 12 hours in teaching field or 15 hours in math or science; completion of C&I 2110 or waived; a passing score on PACT (for post-bacs only); and a Signed Affidavit of Expectations. Because the "Readiness Sheet" is an admissions check list, it does not meet the requirement for an interview or other screening instrument. [TAC §227.10(a)(6)];
 9. Completion of C&I 2210 with a grade of A or B or exemption and a grade of 2.75 in English 1310 and Math 1311 was found in each of the records reviewed [TAC §227.10(a)(7)];
 10. A signed Code of Ethics statement was found in all records reviewed [TAC §227.10(a)(7)]; and
 11. A signed formal admission letter was found in each of the records reviewed [TAC §227.17(a)].

12. Candidates' records that evidence eligibility for admission to the EPP and completion of all program requirements are retained for a period of five (5) years in paper format. Records are stored in a secure place [TAC 228.40(d)].

13. The following rule updates were reviewed with McMurry EPP staff:

- Formal Admission TAC §227.17(a) for an applicant to be formally admitted to an educator preparation program (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.

- Incoming Class Grade Point Average 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:

(1) Include 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 from which:

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

(B) The most recent bachelor's degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or

(2) Include 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 institution of higher education from which:

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

(B) The most recent bachelor's degree or higher degree 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.

(d) The date of formal admission shall be effective upon the applicant's acceptance of the offer of formal admission.

Compliance Issues to be Addressed:

- Implement an interview or other screening device or activity to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Develop a rubric with a cut score to equitably evaluate applicant responses. [TAC §227.10(a)(6)]

Recommendations:

- Consider having more than two (2) staff members included in the applicant screening process to ensure consistency in evaluating applicant responses.

Based on the evidence presented, the McMurry University educator preparation program is not in compliance with TAC §227.10 - Admission Criteria.

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

Findings:

1. The desk audit focused on the EC-6 curriculum.
2. The following updated rules were reviewed with McMurry EPP staff [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; and
 - 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, Pedagogy and Professional Responsibilities EC-12, and Technology Applications alignment charts, syllabi, and course outlines provided evidence of curriculum alignment with educator standards. Two (2) courses, ECED Science 4370 (Teaching Elem/Middle School Science) and READ 3300 (Intro to Reading EC-6) were reviewed in depth. The review of the curriculum materials revealed

that the McMurry EC-6 curriculum is based on the educator standards. [TAC §228.30(a)];

4. A TEKS Correlation Alignment Chart, coursework, syllabi, lesson plans, and focused field-based experiences served as evidence that the relevant Texas Essential Knowledge and Skills (TEKS) instruction is provided to all candidates. [TAC §228.30(a)];
5. Syllabi detailing the assessments used in each course provided specific evidence that each candidate was evaluated using structured assessments. It was also noted within the two courses reviewed that short answer, multiple choice quizzes and essay exams were used to assess candidates [TAC §228.40(a)];
6. A review of course outlines, lesson presentation materials, activities and assessments provided evidence that the curriculum relied on scientifically based research and was aligned to the TEKS. [TAC §228.30(b)];
7. Coursework and training should be sustained, rigorous, interactive, student-focused, and performance-based and professional development should be sustained, intensive, and classroom focused. This was noted in syllabi presented and coursework, syllabi and professor notes. The coursework and training meets requirements as prescribed [TAC §228.30(b) and TAC §228.35(a)(2)];
8. EC-6 candidates receive reading instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, in READ 3300 and in Children's Literature I – Intro to Literature [TAC §228.30(b)(1)];
9. The code of ethics and standard practices for Texas educators, pursuant to TAC Chapter 247 (relating to Educators' Code of Ethics) is taught in CI 3302, CI 432, CI 4322 and CI 4324. Candidates receive a copy of the Educator Code of Ethics via the Student Handbook and are required to sign/date an acknowledgement of reading and understanding of the Code of Ethics. [TAC §228.30(b)(2)];
10. The skills and competencies captured in the Texas teacher standards, as indicated in TAC Chapter 149 (relating to Commissioner's Rules Concerning Educator Standards) [TAC 228.30(3)] were identified in the curriculum. Syllabi, alignment charts, and coursework provided evidence:
 - Instructional planning and delivery is addressed in Student Teaching 4605 / 4608, CI 4321 / 4323 / 4325, CI 4198, READ 3332 / 3342 and READ 3380 / 3334. [TAC 228.30(3)(A)];
 - Knowledge of students and student learning are addressed in the following coursework: CI 3302, CI 4321 / 4323 / 4325, CI 4320 / 4324, READ 3380 / 3334 and Student Teaching 4605 / 4608. [TAC 228.30(3)(B)];
 - Content knowledge and expertise is addressed in the following coursework: CI 3302, CI 4321 / 4323 / 4325, CI 4320 / 4322 / 4324, CI 4198, Student Teaching 4605 / 4608, READ 3332 / 3342, READ 3380 / 3334 and CI 4121 / 4123 / 4125. [TAC 228.30(3)(C)];

- Learning environment is addressed in the following coursework: CI 2110, CI 3302, CI 4321 / 4323 / 4325, Student Teaching 4605 / 4608, READ 3380 / 3334, CI 4121 / 4124 / 4125. [TAC §228.30(b)(3)(D)];
- Data-driven practice is addressed in the following coursework CI 4321 / 4323 / 4325, CI 4302 / 4322 / 4324, Student Teaching 4605/ 4608 and READ 3380 / 3334. [TAC §228.30(b)(3)(E)];
- Professional practices and responsibilities is addressed in the following coursework: CI 3302, CI 4321 / 4323 / 4325, CI 4320 / 4322 / 4324, CI 4121 / 4123 / 4125, CI 3301 and Student Teaching 4605 / 4608. [TAC §228.30(b)(3)(F)];

11. Instruction in detection and education of students with dyslexia was provided to candidates in READ 3300 Introduction to Reading. Candidates complete the dyslexia module, a modified TEA presentation, in one (1) week. Candidates are also required to prepare an article and handout on the topic of dyslexia and make a presentation on findings. There is also a quiz [TAC §228.35(a)(4)].

12. Instruction in detection and education of students with mental and emotional disorders, was provided to candidates in CI 4325, CI 4320 / 4322 / 4324, CI 4498, CI 3302 and CI 3301 [TAC §228.35(a)(5)].

13. The following responses were collected from educator candidates and from mentor/cooperating teachers regarding the training candidates received in the identified areas:

Instruction Provided in the Following Areas:	Candidates N = 3 Yes/No/Don't Know	Mentor/Cooperating Teachers N = 11 Yes/No
Provide reading instruction in your certification field and grade level covering phonics, phonemic awareness, fluency, vocabulary development, and comprehension strategies	50% / 0% / 50%	90% / 10%
Identifying and modifying instruction for students diagnosed with Dyslexia	0% / 100% / 0%	70% / 30%
Providing support and modifications for students diagnosed with mental or	0% / 100% / 0%	60% / 40%

emotional disorders		
Use TEKS specific to your certification field	100% / 0% / 0%	100% / 0%
Administer the STAAR or end of course exams	0% / 100% / 0%	80% / 20%
Design clear, well organized, sequential lessons that build on students' prior knowledge	100% / 0% / 0%	100% / 0%
Design developmentally appropriate standards-based lessons	50% / 50% / 0%	-
Design lessons to meet the needs of diverse learners	50% / 50% / 0%	-
Communicate clearly and engage students in a manner that encourages a student's persistence and best efforts	50% / 50% / 0%	100% / 0%
Lead class discussions and activities that provide opportunities for developing higher order thinking skills	50% / 50% / 0%	90% / 10%
Check for understanding and give immediate feedback, and make lesson adjustments as necessary	100% / 0% / 0%	100% / 0%
Instill the belief that all of your students have the potential to achieve at high levels	100% / 0% / 0%	100% / 0%
Acquire, analyze, and use background information (familial,	50% / 50% / 0%	90% / 10%

cultural, educational, linguistic, and developmental characteristics) to engage students in learning		
Facilitate each student's learning by employing evidence-based practices and concepts	50% / 50% / 0%	90% / 10%
Apply major concepts, themes, multiple perspectives, assumptions, inquiry, structure, and real-world applications of your grade-level and subject-area content	50% / 0% / 50%	100% / 0%
Design and execute lessons that are consistent with the concepts of your specific discipline and are aligned to state standards	50% / 50% / 0%	100% / 0%
Utilize content-specific pedagogy that meets the needs of diverse learners	50% / 50% / 0%	90% / 10%
Create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds	100% / 0% / 0%	100% / 0%
Establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior	100% / 0% / 0%	100% / 0%

Engage students in active learning as indicated by their level of motivation and on-task behavior	50% / 50% / 0%	-
Create and implement formal and informal methods of measuring student progress	50% / 0% / 50%	100% / 0%
Set individual and group learning goals and communicating these goals to students and families	50% / 50% / 0%	100% / 0%
Collect, review, and analyze data to monitor student progress	100% / 0% / 0%	100% / 0%
Utilize data you collect and analyze to plan your instructional strategies	100% / 0% / 0%	90% / 10%
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	100% / 0% / 0%	100% / 0%
Seek out opportunities to lead students and other educators	100% / 0% / 0%	-
Model ethical and respectful behavior and demonstrate integrity as defined in the Texas Educator's Code of Ethics	100% / 0% / 0%	100% / 0%

Compliance Issues to be Addressed:

- None

Recommendations:

- None

Based on evidence presented, the McMurry University educator preparation program is in compliance with Texas Administrative Code Section §228.30 - Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35

Findings:

1. In the traditional undergraduate and post-bac programs, elementary and middle school candidates complete 340 clock-hours of coursework and training. All-level candidates complete 315 clock-hours of coursework and training. [TAC §228.35(a)(3); TAC §228.2(5)];
2. In the traditional undergraduate and post-bac programs, elementary, middle school, and all-level candidates complete 45 clock-hours of Field-based Experiences (FBE). Candidates in high school level certification fields complete 55 clock-hours of FBE. Candidate time logs signed by the observed teacher, and candidate reflections, verified the FBE hours. All FBEs were completed prior to clinical teaching or internship. [TAC §228.35(a)(3); TAC §228.35(d)(1)(A-E)]
3. The undergraduate and post-baccalaureate curriculum review, degree plans and course/module schedule revealed that candidates complete a total of 180 clock-hours of coursework prior to clinical teaching or internship. [TAC §228.35(a)(3)(B)];
4. Candidates complete 14 weeks of clinical teaching or an internship for one (1) full school year. Fourteen (14) of the candidates reviewed participated in clinical teaching assignments and six (6) post-bacclaureate candidates were placed in internship assignments [TAC §228.35(d)(1); TAC §228.35(d)(2)(a); TAC §228.35(d)(2)(B)(i); TAC §228.2(4)];
5. All candidates were placed in public schools for clinical teaching or internship. Placement lists with start and end dates for each candidate placement served as evidence of compliance [TAC §228.35(d)(2)(C)(ii)];
6. All coursework and training is completed prior to EPP completion and standard certification. This was noted in program benchmarks and verified in degree plans and transcripts in all candidates' records reviewed [§228.35(a)(4)];
7. Each candidate was assigned a cooperating teacher or mentor in a public/private school setting. A candidate placement list identifying cooperating or mentor teacher assigned and start/end dates of assignment was retained in EPP records. [TAC §228.35(e); TAC §228.2(6)];

8. The McMurry University EPP provided mentor/cooperating teacher training using the Big Country Teacher Center Handbook/TXBESS training and power point. The handbook specifies the responsibilities of the student, teacher, principal, and field supervisor. The program also allows mentors/cooperating teachers to attend training at the Region 14 Education Service Center (ESC). Evidence of training with dates and signatures of 33 cooperating teachers was retained in EPP records. [TAC §228.35(e)];
9. The McMurry University EPP has six (6) field-supervisors. All have Provisional or Standard in-state teacher and/or mid-management/principal certification. Resumes/vitas detailing field supervisor credentials along with current certifications were provided for review. A candidate placement list reflecting field supervisor assignments was retained in EPP records. [TAC §228.35(f); TAC §230.37(c)(2)];
10. The field supervisors have been trained annually as verified by original signatures on attendance documents from training held on August 18, 2014 and on August 17, 2015. Field supervisors are trained using the Big Country Teacher Center Handbook. This handbook specifies the responsibilities of the candidate, teacher, principal, and field supervisor. The McMurry University EPP met the field-supervisor training requirement as prescribed [TAC §228.35(f)];
11. McMurry University field supervisors made initial contact with their respective candidates within the first three (3) weeks of the candidate assignment. The first contact was made at a face-to-face seminar class with the field-supervisor, candidate and cooperating teacher/mentor present. Candidate sign-in sheets and field supervisor contact logs, along with placement dates in candidates' records, were presented as evidence of compliance. [TAC §228.35(f)];
12. Candidates receive four (4) formal observations within the 14 week clinical teaching or "full school year" internship assignment. Completed observation forms signed by the candidate and field supervisor were retained in candidates' records. [TAC §228.35(f)(4)];
13. Information captured on observation documents indicates that observations are 45 minutes in length and are conducted by the field supervisor on the candidate's site in a face-to-face setting. [TAC §228.35(f)(1)];
14. Dates on the observation forms and placement dates in candidates' records verified that the first observation occurred within the first 6 weeks of the assignment [TAC §228.35(f)(2)];
15. For each observation, the field supervisor documented instructional practices observed and provided written feedback through an interactive conference. Signed and dated observation documents in candidates' records provided evidence of compliance. [TAC §228.35(f)];
16. There was no evidence that a copy of each observation was provided to a candidate's campus administrator. There was a note in each candidate record stating that the field supervisor was trained to leave a copy of each observation with the campus principal, but there was no specific documentation that field supervisors followed through. [TAC §228.35(f)]; and

17. Dated observation documents and field supervisor logs provided evidence of ongoing informal observations and coaching conducted by the field supervisors. Candidates' records also contained evidence of additional observations conducted by the cooperating teacher/mentor and email support by the field supervisor. [TAC §228.35(f)].

Compliance Issues to be Addressed:

- Require each field supervisor to provide a copy of the written feedback from each observation to the campus administrator or designee and maintain a copy of the documentation verifying delivery in each candidate's record. Consider sending a copy of each completed observation to the candidate's campus principal via email with read receipt verification and maintain those documents in each candidate's record. [TAC §228.35(f)]

Recommendations:

- None

Based on evidence presented, the McMurry University educator preparation program is not in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40

Findings:

1. The McMurry University EPP has identified the following as benchmarks used to measure candidate progress: an application for admission into the EPP; a signed FERPA agreement; a signed Code of Ethics; verification of Basic Skills; meet or exceed the minimum overall GPA at time of admission; earned Credit hours in Content Area; a Letter of Acceptance, sent and returned; completed field-based experiences; required GPA in professional courses; Readiness to Test for content/PPR; a Student Teaching or Internship Application; a signed Criminal History Form; and complete the Student Teaching/Internship Assignment. Benchmark documentation was identified in the candidates' records. Candidates are also personally advised each semester per University Policy and are not allowed to register for classes until advisement requirements are met [TAC §228.40(a)];
2. To receive approval to take certification exams, candidates are required to: 1) pass either CURR 4321 (elementary) or CURR 4325/4323 (middle/high); and 2) complete T-CERT training and submit a certificate of completion. Documentation of candidate readiness to test was found in candidates' records. [TAC §228.40(b); TAC §230.21(c)];
3. A dated admission letter and test approval dates in candidates' records provided evidence that test approval for the pedagogy and professional responsibilities assessment is granted after a candidate has met all of the requirements for admission into the program. [TAC §228.40(b)];
4. The following internal and external feedback is used to evaluate the design and delivery of the McMurry University EPP and curriculum:

- Student Feedback by Instructor for Fall 2014 and Spring 2015;
- A document detailing data EPP collects and how it is used within the program;
- CREATE data;
- Testing data from the program's Educator Certification Online System (ECOS);
- Candidate Exit Questionnaire Data; and
- Student Feedback samples from survey sent to candidates

Advisory committee meeting minutes reflect that program improvement feedback is discussed with advisory committee members. A timeline of evaluation activities and personnel assigned was provided for review. [TAC §228.40(c)].

Compliance Issues to be Addressed:

- None

Recommendations:

- None

Based on evidence presented, the McMurry University educator preparation program is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT – Texas Administrative Code (TAC) §228.50

Findings:

1. 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):
 - Signed acknowledgements of reading and understanding the Educators' Code of Ethics were submitted by 8 current faculty/staff members; and
 - Sixteen (16) out of 20 (80%) candidates' records reviewed contained evidence of a signed statement of reading and understanding the Educator's Code of Ethics. Candidates are also provided with the Code of Ethics in the Student Handbook.
2. While not required, it was also noted that 10 out of the 20 (50%) candidates reviewed had signed a FERPA consent form.

Compliance Issues to be Addressed:

- None

Recommendations:

- Update Code of Ethics signature forms to reflect that candidates, and staff, have ‘read, understand, and agree to adhere to’ the Educators’ Code of Ethics.

Based on evidence presented, the McMurry University educator preparation program is in compliance with Texas Administrative Code §228.50(a) regarding Professional Conduct.

COMPONENT VII: COMPLAINTS AND INVESTIGATIONS PROCEDURES – Texas Administrative Code (TAC) §228.70**Findings:**

1. The McMurry University EPP has a complaint policy on file with TEA and the policy is posted on the EPP website. The program meets the requirements as prescribed [TAC §228.70(b)(1); TAC §228.70(b)(2)].
2. TAC §228.70 requires an EPP to post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff. The notification is posted in the Reception Office and hallways of the McMurry University EPP facility. The complaint policy is also included in the Student Handbook FAQ’s and in the University Catalogue [TAC 228.70(b)(2) and TAC 228.70(b)(3)].
3. Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint. The complaint process is included in the Student Handbook FAQ’s. The program meets the requirement as prescribed [TAC §228.70(b)(4)].

Compliance Issues to be Addressed:

- None

Recommendations:

- None

Based on evidence presented, the McMurry University educator preparation program is in compliance with Texas Administrative Code §228.70 regarding Complaints and Investigations Procedures.

COMPONENT VIII: RULES FOR PROBATIONARY CERTIFICATES – Texas Administrative Code (TAC) §230.37

Findings:

1. Six (6) of the candidates reviewed were placed on probationary certificates. All certificates were issued appropriately in the certification field sought by the candidate. While not required, the EPP staff also provided probationary certificate documentation for an additional nine (9) candidates [TAC §230.37(a)(2); TAC §230.37(b)(3)(B)].
2. One (1) elementary EC-6 candidate was in an elementary placement and had passed the Generalist EC-6 exam prior to the internship. The content exam dates and dates of probationary certificate issuance were verified in the Educator Certification Online System (ECOS) [TAC §230.37(e)(1)(A)].
3. The five (5) high school candidates had passed content exams prior to the internship start date. The content exam dates and dates of probationary certificate issuance were verified in the Educator Certification Online System (ECOS). [TAC §230.37(e)(1)(B)].

Compliance issues to be addressed:

- None

Recommendations:

- None

Based on evidence presented, the McMurry University educator preparation program is in compliance with Texas Administrative Code §230.37 regarding Rules for Probationary Certificates.

Standard Recommendations for McMurry University EPP:

- Align the verbiage of McMurry University EPP to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, 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 the program has a back-up legal authority; and
- Ensure that TEA staff has the most current contact information by sending update emails to the assigned program specialist.