



Compliance Audit Report Summer of 2009 Dallas Baptist University Initial Teacher Certification Program

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 rules 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 for details.

Contact Information: County/District Number: SBEC Approval Date:

Program Specialist, Mary Black, conducted a Texas Education Agency Compliance Desk Audit of Dallas Baptist University. The focus of the compliance audit was the initial teacher certification program. The following are findings and recommendations for program improvement.

SCOPE OF THE COMPLIANCE AUDIT:

The scope of the audit was restricted solely to verifying compliance with Texas Administrative Code §227, §228, §229,

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 via Survey Monkey along with requested verifying documents. Because student records contain confidential information and could not be transmitted to TEA, student records were checked by the program using a check list supplied by TEA. In addition, electronic questionnaires developed by TEA were sent to Dallas Baptist University stakeholders. Thirty-eight (28) stakeholders responded to the questionnaires: Three (3) advisory committee members; seven (7) student teachers, clinical teachers, interns; five (5) field supervisors; seven (7) principals; and eleven (11) 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 aligned with Texas Administrative Code. After the review of the information, the program specialist arranged a telephone debrief to cover the findings of the audit. The findings were

incorporated into the original survey monkey form and sent to the program. This summary report provides the findings and recommendations resulting from the audit.

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

FINDINGS:

The Dallas Baptist University (DBU) Advisory Committee is a small committee composed of five members. They do represent the four categories listed on Texas Administrative Code (TAC) Rule §228.20(b). The involvement and commitment to collaboration of the committee were evident in responses to the questionnaire submitted by advisory committee members. They participated in numerous program decisions, including the adoption of the new EC-6 Generalist certification plan and designing program improvement based on data presented to them. They particularly relied on data based on the TExES scores and information from the participating seven school districts in the Dallas-Fort Worth Metroplex. The committee also impacted DBU's decision to offer ESL Supplemental Certification training for student teachers who graduated during 2008-2009. Overall, responses by the committee members indicated knowledge about DBU's Dorothy M. Bush College of Education program and support of its educator candidates. It was also evident that the program's leadership worked closely with the Advisory Committee and the surrounding school districts. Thus, increasing the committee's membership would allow the DBU College of Education to gain even more input from varying perspectives for decision making and collaboration efforts. The Dallas Baptist University (DBU) Advisory Committee is a small committee composed of five members. They do represent the four categories listed on Texas Administrative Code (TAC) Rule §228.20(b). The involvement and commitment to collaboration of the committee were evident in responses to the questionnaire submitted by advisory committee members. They participated in numerous program decisions, including the adoption of the new EC-6 Generalist certification plan and designing program improvement based on data presented to them. They particularly relied on data based on the TExES scores and information from the participating seven school districts in the Dallas-Fort Worth Metroplex. The committee also impacted DBU's decision to offer ESL Supplemental Certification training for student teachers who graduated during 2008-2009. Overall, responses by the committee members indicated knowledge about DBU's Dorothy M. Bush College of Education program and support of its educator candidates. It was also evident that the program's leadership worked closely with the Advisory Committee and the surrounding school districts. Thus, increasing the committee's membership would allow the DBU College of Education to gain even more input from varying perspectives for decision making and collaboration efforts.

Based on the evidence presented, Dallas Baptist University 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:

The DBU educator preparation program candidates must meet numerous requirements for admission, including some that are higher than those required by the state. Those include having and maintaining a 3.0 overall grade point average (GPA) and a 3.0 in their major content area. Educator candidates must also pass the THEA with score minimums above state requirements: Math 240, Reading 260, and Writing 240. Additionally, the requirement of two letters of recommendation by designated faculty members, screening interview with one of the full-time professors, and approval by the Teacher Certification Preparation Committee promote selection of candidates that will become effective teachers. The application also contains a writing sample. DBU utilizes various means of publicizing admission requirements in an effort to recruit a diverse student population. Besides its website, catalogues, and brochures, the DBU College of Education also relies on advisory committee members, college visits, and media sources to recruit candidates. Attending career and job fairs is another avenue of recruitment used by DBU. Records, which are stored both electronically and in paper format, are retained in a secured environment for at least five years. Program staff who work with these records are aware of the five-year retention policy.

Based on the evidence presented, Dallas Baptist University is in compliance with TAC §227 - Admission Criteria.

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

FINDINGS:

DBU addresses the 17 mandated subject matter curriculum topics throughout its course offerings. As per the self-report, the topics are introduced in specific courses but are also followed up in others. The Texas Educators' Code of Ethics, for example, is introduced in EDUC 1301 Teacher Seminar, further explored in EDUC 3312 Foundations of Education, and, in all Education courses, candidates are made aware of ethical considerations in the classroom. In addition, according to the self-report, professors refer to current events to discuss instances of violations to the Code and include a discussion of the Code in the required meetings of the Student Education Association. Candidates are also reminded of the Code as they enter into the field-based courses and during their Student Teaching semester. Professors, who also model adherence to the Code, refer to the Initial Certification Handbook's reminders of appropriate teacher behaviors as well. Candidates' questionnaire responses also indicated that the DBU educator candidates were cognizant of curriculum requirements and incorporated them into their lesson plans and assignments. Educator candidates are required to refer to the TEKS as they plan and create lessons for their classrooms. They must be able to access the TEKS as well as put them into actual practice. Some of the curriculum offerings at DBU are offered as online modules or courses. These were developed by the faculty, using their own standards.

The online course work goes beyond the traditional face-to-face instruction, incorporating the following use of technologies: online research, video streaming, SMART Boards, Blackboard extensions, and student presentations that require technology. Student assessments for online assignments are saved electronically for five years. Assistance is provided through free services, such as phone and online help lines, face-to-face contact with instructors, and user's manual. Emphasis is placed on selecting and implementing a variety of instructional strategies in the numerous pedagogy courses that candidates are required to take. Assessment of their skill in selecting strategies is done through written examinations, evaluations of lesson plans for pedagogy, field-based, and Student Teaching classes, and their individual portfolio presentations. Candidates are also required to participate in more than 6 hours of Pedagogy and Professional Responsibilities test preparation.

Based on evidence presented, Dallas Baptist University is in compliance with Texas Administrative Code Section §228.30 – Educator Preparation Curriculum.

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

FINDINGS:

DBU educator candidates participate in 220 hours of observation in public and/or private schools before they begin their 15-week student teaching experience. In addition to the two semesters of field-based courses, candidates are also required to complete at least 5 hours of observation in numerous other education courses. Another requirement that exposes the educator candidates to actual classroom experiences is the mandatory service-learning component. Candidates provide TAKS tutoring, assist classroom teachers, or teach English in China and Korea. Excluding student teaching, candidates participate in 545 total contact hours. This requirement facilitates the student teacher's transition to the actual classroom experience. To ensure that candidates have the opportunity for success during this phase of their training, both cooperating teachers and university supervisors are trained. The cooperating teachers, who must be certified, be willing to supervise a student teacher, and have more than three years of teaching experience, are provided a manual that outlines the requirements and expectations of their position. The University supervisors meet with them at the beginning of the semester to share contact information and establish the partnerships needed for the collaborative evaluation of the student teachers' progress. A certified PDAS trainer provides training for the field supervisors. Although the mandated three 45-minute observations are completed by the field supervisors in a timely manner during the student teaching semester, they do not provide a copy of the formal observation documentation to the campus administrators. This process needs to be implemented to comply with the Texas Administrative Code requirement. Certified DBU faculty delivering the course curriculum have advanced degrees and more than five years of teaching experience. In addition, 50% of the faculty have also been principals. Thus, they are able to offer practical information as well as extensive support to all candidates. In response to student requests, a no-cost four-hour TExES training seminar for student teachers interested in preparing for the Supplemental ESL Certification is offered. Struggling candidates are provided conferences with the field supervisor, cooperating teacher, principal, or dean, as appropriate. Development of a Professional Growth Plan and a meeting with the Teacher Certification Preparation Committee are also options. To support all candidates, DBU schedules special Professional Development Sessions during TAKS testing time in the public schools. Required three-hour seminars three times during the semester also foster discussions of relevant

topics such as instruction, classroom management, professionalism, and interview preparation.

Based on evidence presented, Dallas Baptist University is not in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.

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

FINDINGS:

The Dallas Baptist University self-report and responses to the electronic questionnaires indicate that a systematic evaluation process is in place. Internal and external data are used to analyze the overall success of the program. Evaluation methods used include the SACS Review using SACS standards and Best Practices, the on-going review of TExES scores, and the University Annual Report. The University Institutional Effectiveness Committee Reports and field-based faculty meetings provide additional considerations for program evaluation, including review of curriculum. Student Evaluations of Faculty results and student needs surveys for developing courses offer other avenues of evaluation. The COE Advisory Council, faculty, university administrators, school districts, and candidates participate in program evaluation by reviewing reports, scores, and surveys to establish program evaluation results and determine needed program improvements. The COE Annual Report provides the opportunity to review data from assessment of student learning outcomes in order to establish goals for the program. Results from the disaggregation of TExES scores are reviewed by the Advisory Council and the University Institutional Effectiveness Committee members to assess the program's curriculum and progress of candidates.

Based on evidence presented, Dallas Baptist University is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

PROGRAM RECOMMENDATIONS

Program Compliance Recommendations are based on the findings of the Texas Education Agency compliance audit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) and correct the issue IMMEDIATELY. General Recommendations are suggestions for program improvement only.

PROGRAM COMPLIANCE RECOMMENDATIONS: In order to meet requirements of Texas Administrative Code governing educator preparation programs, the following recommendations must be implemented immediately:

TAC 228.35(f) Program Delivery and On-Going Support

- Require all field supervisors to provide a copy of the formal observation documentation to the candidate's campus administrator as mandated by the Texas Administrative Code §228.35(f), starting with the current academic year (2009-2010).

OTHER PROGRAM RECOMMENDATIONS:

- Increase the advisory committee membership for the 2009-2010 academic year to enhance the opportunities for gaining information from different perspectives.
- Continue to require that candidates maintain a 3.0 GPA and participate in the 15-week Student Teaching experience, which supersedes the state's mandates in these areas. *
- Continue to provide the aspects of the program that illustrate best practices or uniqueness, such as ongoing professional development, presentation at Education Conferences, availability of all professors to mentor students in a one-on-one setting, and an active Student Education Association.