



Compliance Visit Report 2009-2010 Education Service Center Region XIX

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 for details contained in each rule.

Contact Information: Ms. Mary Schmidt

TEA Identification Number: 071950

Mixon Henry, Program Specialist, and Dr. Phillip Eaglin, Program Specialist, conducted a Texas Education Agency continuing approval visit on February 23 and 24, 2010. The following are the findings and recommendations for program improvement.

Date Self-Report Submitted: January 26, 2010

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

Findings:

Education Service Center Region XIX (ESC XIX) is in compliance with Texas Administration Code §228.20. The advisory committee represents a balanced membership of 32 voting members from the education service center, school districts, and higher education. Meetings are held three or more times per year. In 2007 due to poor attendance, the ESC surveyed members to identify ways attendance could be increased. The solution was to conduct meetings in conjunction with Personnel Administrators Region (PAR) XIX meetings. This was implemented in 2008 and has allowed more members to attend meetings. At the PAR meetings, ESC XIX presents current and relevant information and requests input or discussions concerning presented topics. This solution has provided better attendance, greater input, and assisted with current SBEC rules being shared with local districts. Agendas, minutes and attendance records were available in the document review as evidence of advisory committee compliance.

Twelve out of 32 advisory committee members responded to the advisory committee questionnaire. Thirty-six percent (36%) of the responding committee members indicated they had served on the advisory committee for four years or more. The members also indicated that they were well versed in their roles and responsibilities.

Based on responses, the advisory committee members have a direct impact on the program's policies, delivery and evaluation. Eighty (80%) of the members reported that they participated in the designing and revising aspects of the program's curriculum, designing or implementing services to interns, and overall evaluation of the program. In the self-report it was stated that the roles and responsibilities of the advisory committee were not clearly defined, so a PowerPoint presentation was presented by the TEA program specialist to clarify these issues.

Compliance Status for Texas Administrative Code (TAC) Section 228.20 - GOVERNANCE OF EDUCATOR PREPARATION PROGRAM. In light of the findings detailed above, Education Service Center Region XIX is in compliance.

Commendations:

ESC Region XIX is commended for having surveyed advisory committee members for a solution for poor attendance, received feedback, and implemented a creative solution. This is an example of how the program solicits input from Advisory Committee members and implementing their ideas to create positive resolutions.

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

Findings:

The Education Service Center Region XIX is in compliance with Texas Administrative Code §227.10-Admission Requirements.

ESC Region XIX requires a completed application, 2.5 Grade Point Average (GPA) or better from an accredited university, passing scores on the THEA or TASP, successful background check, letters of recommendation, successful scores on the Haberman test and an interview using the Gallup interview questions in order to be considered for the educator preparation program. When all of the above mentioned items are submitted, a rubric is used to determine if the candidate has met the criteria for admission. Upon entering the internship phase of the program, an internship application is completed which includes a written component. It is evaluated along with the coursework to determine if internship criteria have been met.

All students, regardless of immigration status, who are citizens of countries where English is not the native language must pass all three sections of the TOEFL prior to admission or file for an exemption.

The Education Service Center Region XIX disseminates information to potential candidates through the advisory committee members, their website, catalogue, career fairs, school and community college visits, brochures, various media outlets, and by word of mouth.

ESC Region XIX indicated that no students were admitted under the 10% cohort rule.

Compliance Status for Texas Administrative Code (TAC) Section 227.10 - ADMISSION CRITERIA. In light of the findings detailed above, the Education Service Center Region XIX is in compliance.

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

Findings:

Education Service Center Region XIX is in compliance with TAC §228.30 Educator Preparation Curriculum. According to surveys from the ESC instructors, seventy-four percent (74%) have advanced degrees, eighty-four percent (84%) hold a Texas teaching certificates, and seventy-four percent (74%) have 5+ years of experience in the classroom.

Ninety eight percent (98%) of the student teachers indicated that they had been provided with a clear and concise course syllabus. In reviewing the available course syllabi, it was found that common components were included such as instructor contact information, office hours, course requirements, course objectives, assignments with due dates, and materials needed for the class.

Coverage of the 17 curriculum topics was confirmed through the self-report, clinical teacher/intern responses, and through the course correlation required by TEA. These topics spiral throughout the program's curriculum. However, it is recommended that instructors include the 17 TAC mandated curriculum topics in each syllabus where appropriate to make the curriculum items more obvious to the teaching candidates.

In responding to the question of how effective the course content was, the clinical teachers/interns indicated that instruction in the following areas was effective and useful: how to develop a lesson (86%); variety of instructional strategies in the classroom (92%); and differentiated or changing instruction to meet individual student needs (90%). Areas that clinical teachers/interns would like to see more emphasis placed were: teachers' responsibilities for administering the Texas Assessment of Knowledge and Skills examination (26%); process of curriculum development (21%); and conducting parent conferences (18%). It was noted in the curriculum review that the aforementioned curriculum items are in the curriculum. It is recommended that the ESC Region XIX seek assistance through presentations from local school district testing coordinators on the TAKS administration responsibilities. From their questionnaires, one hundred percent (100%) of the cooperating teachers/mentors revealed that they have no concerns with the preparation of the candidate or the education preparation program.

Preparation for the TExES exam is offered through three different sessions for a total of nine hours of test preparation. These sessions are required of all teaching candidates. ESC Region XIX's candidates' success on TExES averages ninety-eight percent (98%).

Compliance Status for Texas Administrative Code (TAC) Section 228.30 - EDUCATOR PREPARATION CURRICULUM. In light of the findings detailed above, Education Service Center Region XIX in compliance.

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

Findings:

The Education Service Center Region XIX is in compliance with TAC §228.35 Preparation Program Coursework and/or Training.

The program is delivered in a face-to-face and online format. The total program clock hours of training are well above the TEA required 300 clock hours; depending upon the subject content area and grade level of the candidate, each candidate receives over 400 clock hours without district in-service hours. The field experience clock hours also exceed the required 30 clock hours with a required 40 clock hours. Candidates must document each experience and address specific observations for each experience in a reflective narrative.

The program provides coursework and training prior to internship and during internship. These sessions cover curriculum areas such as Gifted and Talented certification, additional classroom management coursework, and preparation for the Pedagogy and Professional Responsibilities (PPR) test. Test preparation for TExES is provided with nine clock hours for PPR, but with additional content test preparation support, it can reach 24+ clock hours.

Training for the mentor and cooperating teachers is provided online using TxBESS training purchased from ESC Region XIII. ESC Region XIX provides a stipend of \$500.00 to the mentor of which \$100 is from a grant. Each mentor performs a minimum of six observations which is followed up with a conference to reflect on intern's performance.

One hundred percent (100%) of the field supervisors have advanced degrees, are Texas Certified, and have 5+ years of classroom teaching experience. Training for the field supervisors is provided yearly. Training covers TxBESS topics using their material, coaching techniques, mentoring methods, orientation to field-based instruction, and review of intern/mentor/field supervisor's handbooks. Questionnaires from interns expressed that ninety-two (92%) felt the field supervisor was effective or very effective. The ratio of intern to field supervisor is 12:1.

Students who are struggling in the program are given extended timelines, provided assistance from content facilitators, and if more direct support is needed, placed on an Internship Growth Plan. Conferences are available with the instructors, mentors, field supervisors, principals, or staff is offered to provide more support to the intern.

Compliance status for Texas Administrative Code (TAC) Section 228.35 – PREPARATION PROGRAM COURSEWORK AND/OR TRAINING. In light of the findings detailed above, Education Service Center Region XIX is in compliance.

Commendations:

Education Service Center Region XIX is commended for its extended field experience clock hours and specific objectives for the observations.

Education Service Center Region XIX is commended for the additional test preparation (required nine clock hours) for its candidates that exceeds the required amount by TEA (six clock hours) and can be up to 24 clock hours with content test preparation.

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

Findings:

Education Service Center Region XIX is in compliance with TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement.

ESC Region XIX maintains a benchmarking system by testing, module assessments, projects and observations. However, more and varying assessments are needed to clarify the required skill sets acquired in order for the candidate to move forward in the program.

Curriculum evaluation is an ongoing process. Candidates evaluate each course, module, and instructor. That feedback is reviewed and evaluated by the ESC program director and Advisory Committee. Revisions are made as needed.

Overall program evaluation is conducted annually. The overall evaluation is conducted by Stetson and Associates. Surveys are sent to all participants including; interns, mentors, campus administrators, district human resource department personnel, field supervisors, instructors, and program staff. This information is gathered and correlated then presented to the program in notebooks. The Stetson evaluation information and data gathered from ASEP, candidate retention, and results of TExES exams are reviewed by staff and advisory committee members.

Records are kept for five years. Student folders are stored securely behind several lockable doors within the offices of the Education Service Center.

Compliance Status for Texas Administrative Code (TAC) Section 228.40 - ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT. In light of the findings detailed above, Education Service Center Region XIX is in compliance.

Commendations:

Education Service Center Region XIX is commended for utilizing an outside source in its annual program evaluation process.

PROGRAM RECOMMENDATION

The following are recommendations based on the findings of the Texas Education Agency Visit. If the program is NOT in compliance with any component, please consult the TAC rules and initiate actions to correct the issue IMMEDIATELY. A progress report will be required in one year on Compliance Recommendations.

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

PROGRAM COMPLIANCE RECOMMENDATIONS: A Progress Report will be required in one year.

None at this time.

GENERAL RECOMMENDATIONS: No progress report is necessary.

- Consider adding a member from business/community to your advisory committee to provide another view point to the process.
- Seek ways to improve assessments and benchmarks for students as they progress through their coursework.
- Revise the curriculum syllabi to reflect course objectives, assessments, and grading criteria, and alignment and instruction of the 17 curriculum topics.
- Secure presentations from local school district testing coordinators on TAKS administration responsibilities for teaching candidates.