

Compliance Report for Monitoring Visits 2009-2010 Rice University

1. Supply your 6 digit EPP identification number.

101513

2. Provide contact information for the main program location. The program name is a unique name that may differ from the official name. (Ex. The Teacher Success Program at X University)

Name of Program: Rice University Education Certification Program

Contact Person: Dr. Lissa Heckelman

Address: 6100 Main Street, MS-146

City/Town/ State: Houston, TX

Zip Code: 77005

Email Address: lissa.heckelman@rice.edu

Phone Number: 713-348-4727

3. What type of educator preparation program will be reviewed in this report? (Refer to your notification email.)

X University Initial

University Post Baccalaureate

University Based Alternative Certification Program

Non-University Based Alternative Certification Program

GENERAL PROGRAM INFORMATION

The following questions will provide information about the university, post-bac or alternative certification program.

4. Identify EACH type of educator preparation program (EPP) offered by your university/ACP.

XUniversity Initial

XUniversity Post Baccalaureate

University Based Alternative Certification Program

Non-University Based Alternative Certification Program

5. Which of the following are used in your programs? Check all that apply.

Student teaching

Clinical teaching

Internship

6. Select any accreditations, other than TEA, your program has received.

NCATE

SACS

TEAC

None

Not Applicable

Other, please specify.

7. What is your current TEA accreditation status? Select one.

Accredited-Not Rated

Accredited

Accredited-Warned

Accredited-Probation

Not Accredited-Revoked

8. If the preparation program is Accredited-Warned, was an action plan submitted to TEA within 45 days of the status notification?

Yes

No

Not Applicable

9. If the answer is "YES" to the above question, explain actions that have been taken to ensure successful execution of the plan.

10. What year was your educator preparation program approved?

1964

11. How many students were ADMITTED into your EPP program during the last academic year?

12

12. What was the TOTAL ENROLLMENT in your EPP program counting undergraduate, graduate, post bac, and acp for the last academic year. This should be one total number and should not be a duplicate count of students.

24

13. How many students COMPLETED your program during the last academic year?

11

14. How many STUDENT TEACHERS/CLINICAL TEACHERS/INTERNS do you have enrolled for the current academic year?

(Question not posed on summer desk audit instrument)

15. Identify your current status for the certification fields that you are approved to offer. This is just for information only. No certification fields will be added or removed without your request. (Approved and Active, Approved but Not Active) Check only those that apply.

Certification Area	Approved/ Active	Approved/Not Active
Agricultural Sciences and Technology 6-12		
Art – All Level PK-12		
Art 6-12		
Art EC-12	x	
Bilingual Education Supplemental EC-4		
Bilingual Education Supplemental		
Bilingual Education Supplemental 4-8		
Bilingual Generalist Spanish EC-4		
Bilingual Generalist Spanish EC-6		
Bilingual Generalist Spanish 4-8		
Bilingual Generalist French EC-4		
Bilingual Generalist French 4-8		
Bilingual Generalist (languages other than Spanish		

or French) EC-4		
Bilingual Generalist (languages other than Spanish or French) 4-8		
Bilingual Education Supplement EC-4 Spanish		
Bilingual Education Supplement EC-4 French		
Bilingual Education Supplement (languages other than Spanish and French) EC-4		
Bilingual Education Supplement 4-8 Spanish		
Bilingual Education Supplement 4-8 French		
Bilingual Education Supplemental (languages other than Spanish and French) 4-8		
Business Education 6-12		
Chemistry 8-12		
Computer Science 8-12		
Dance 8-12		
Educational Diagnostician EC-12		
English as a Second Language/Generalist EC-4		
English as a Second Language/Generalist EC-6		
English as a Second Language/Generalist 4-8		
English as a Second Language Supplemental		
English Language Arts and Reading 4-8		
English Language Arts and Reading 8-12	x	
English Language Arts and Reading/Social Studies 4-8		
Family and Consumer Science Composite 6-12		
Family and Consumer Science-Hospitality, Nutrition and Food Service		
Family and Consumer Science-Human Development and Family Studies		
French 6-12	x	

Generalist EC-4		
Generalist EC-6		
Generalist 4-8		
German 6-12	x	
Gifted and Talented Supplemental		
Health EC-12		
Health Science Technology 8-12	x	
History 8-12	x	
Hospitality, Nutrition and Food Sciences 8-12		
Human Development and Family Studies 8-12		
Journalism 8-12		
Languages Other Than English (LOTE) – Arabic EC-12		
Languages Other Than English (LOTE) – Chinese EC-12		
Languages Other Than English (LOTE) – French EC-12		
Languages Other Than English (LOTE) – German EC-12		
Languages Other Than English (LOTE) – Japanese EC-12		
Languages Other Than English (LOTE) – Russian EC-12		
Languages Other Than English (LOTE) – Spanish EC-12		
Languages Other Than English (LOTE) – Vietnamese EC-12		
Latin 6-12	x	
Life Science 8-12	x	
Marketing Education 8-12		
Master Reading Teacher EC-12		

Master Mathematics Teacher EC-4		
Master Mathematics Teacher 4-8		
Master Mathematics Teacher 8-12		
Master Science Teacher EC-4		
Master Science Teacher 4-8		
Master Science Teacher 8-12		
Master Technology Teacher EC-12		
Mathematics 4-8		
Mathematics 8-12	x	
Mathematics/Physical Science/Engineering 8-12		
Mathematics/Physics 8-12	x	
Mathematics/Science 4-8		
Music EC-12		
Physical Education EC-12	x	
Physical Education 8-12	x	
Physical Science EC-12		
Principal		
Reading Specialist EC-12		
School Counselor EC-12		
School Librarian EC-12		
Science 4-8		
Science 8-12	x	
Social Studies 4-8		
Social Studies 8-12	x	
Spanish 6-12	x	
Special Education EC-12		
Special Education Supplemental		

Speech 8-12		
Superintendent		
Teacher of Deaf and Hard-of-Hearing EC-12		
Teacher of Students with Visual Impairments Supplemental EC-12		
Technology Applications EC-12		
Technology Applications 8-12		
Theatre EC-12		
Trade and Industrial Education 8-12		

16. Record the number of responses submitted via interview and/or electronic questionnaire. (recorded by TEA)

Total number of respondents - 44

Advisory Committee Members - 6

Dean/Director - 2

Program Staff -1

Faculty/Instructors -9

Cooperating Teachers/Mentors -9

Student Teachers/Clinical Teachers/Interns -14

Campus Administrators -2

Field Supervisors -1

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

This section addresses the functions and roles of the Educator Preparation Program's Advisory Committee.

Program Response

17. Select ALL types of support provided by the governing entity, the chief operating officer, or owner of your entity.

X Adequate financial resources

X Adequate material resources

X Adequate facility resources

X Adequate technical resources

X Accountable for program quality

X Accountable for quality of candidates recommended for certification

18. Have any expansion sites been added that differ from those identified in your original approved proposal?

Yes

X No

19. How would you rate the current status of collaboration with local schools?

X Very good

Satisfactory

Needs Improvement

20. List the advisory committee members and identify (by number) the category each member represents. (1) Public or Private School; (2) Regional Education Service Center (ESC); (3) Institutions of Higher Education; (4) Business and Community Interests.

Example: John Q. Smith (1)

Marianne Cribbin (1)

Ted Curry (1)

Dr. Ned Moss (2)

Margret Norton (4)

Dr. Judy Radigan (3)

Dr. Meredith Skura (3)

David Slackman (4)

Randy Tumlinson (1)

21. How many times does the advisory committee meet per academic year?

None

One

X Two

Three or more

22. List advisory committee meeting dates for the current academic year.

(See #18 in Addendum)

None. Beginning in 2009-10 we will meet on Thursdays of the third week of classes at Rice. For 2009-10, meetings are scheduled for September 10, 2009 and January 28, 2010.

23. Are advisory committee members involved in major policy decisions and long-term planning?

Yes

No

24. If the answer to the above question is YES, please provide specific examples.

The agenda for our first meeting, to be held September 10, 2009, is:

Introductions

Roles in and composition of the Advisory Committee

Overview of the Rice Education Certification process

Consideration of alternatives for the summer supervised teaching experience

Certification fields offered at Rice and consideration of adding fields in secondary education

Performance of students on state certification exams, including performance by test standard

Classroom performance of recent graduates of the program in the classroom

25. Do advisory committee members participate in analysis of program performance, improvement, and field-based experiences?

Yes

No

26. If the answer to the above question is YES, please provide specific examples.

We will share results of TExES and ExCET tests, by standard, as well as narrative feedback from graduates and their supervisors in the field. We will also expect committee members who have professional contacts with students in our program and recent graduates to contribute evaluations and make recommendations from their experience.

27. Do advisory committee members participate in or approve program design?

Yes

No

28. If the answer to the above question is YES, please provide specific examples.

One of the most important considerations in the initial advisory committee meeting will be to help identify the primary goals achieved through our summer school student teaching experience and how those goals may best be achieved if the University requires that the program be located off campus.

29. Are all roles and responsibilities of the advisory committee members clearly defined?

Yes

No

30. Have there been any major changes in advisory committee responsibilities within the past year?

Yes

No

31. If the answer to the above question is YES, please provide specific examples.

In the past we have used two groups of people as advisory committees. Our Education Council is comprised of the subject matter liaisons from appropriate departments in the University. The liaisons have met a minimum of once a year to review state standards (for TExES tests, the TEKS and TAKS) and the subject matter requirements within the respective departments for candidates earning certification. The Education Council has also been directly involved in decisions about grade levels and subjects we offer for certification, as well as program structure. The second groups we have used as advisers is the mentor teachers who directly support our student teachers as they write and deliver curriculum in the program. The mentor teachers meet once a year at the end of our summer school to offer perspectives and recommendations for modifications to the program. They make recommendations on program-wide issues such as responsibilities of new teachers as well as on everyday practical issues such as dress codes and safety standards.

The Advisory Committee will have at least one representative from each of these groups and will take on the primary role of providing guidance on program effectiveness, through both the Education Council and the mentor teacher group will continue to meet and will be expected to provide issues for the Advisory Committee to deliberate.

32. How has your advisory committee changed the way you administer your program?

The Advisory Committee has not yet met, however we expect it to largely take over the advisory functions of our current committees. The current committees have used both data and experience to make recommendations and have contributed to administrative decisions such as the requirements for students to be admitted to the program, the subjects and grade levels in which we offer certification, and the content and sequence of course requirements leading to certification.

33. Are sign-in sheets required and archived for every advisory committee meeting?

Yes

XNo

34. Are agendas required and archived for every advisory committee meeting?

XYes

No

35. Are minutes recorded and archived for every advisory committee meeting?

XYes

No

36. Are previous minutes furnished to Advisory Committee members at each formal meeting? (question not posed on desk audit instrument)

Yes

No

TEXAS EDUCATION AGENCY RESPONSE

Findings:

Rice University is not in compliance with Texas Administrative Code (TAC) Rule §228.20 Governance of Educator Preparation Programs. There was no Rice University Advisory Committee information provided for the 2008-2009 academic year because the advisory committee was non-existent during the 2008-2009 academic year. Two current committees, the Education Council and the mentor teachers group, did provide guidance and served in an advisory capacity. The Education Council is comprised of the subject matter liaisons from appropriate departments in the University. The mentor teachers group is comprised of those mentors who support student teachers as they write and deliver curriculum in the program. Both met once a year to make recommendations on program-wide issues and structure.

Specific plans are in place to create an advisory committee for the 2009-2010 academic year that will meet a minimum of twice per year as mandated by Texas Administrative Code (TAC) Rule §228.20(b). Eight individuals have been recruited to serve on the newly formed committee. Invited members include three from the public/private schools, one from the education service center, two from the University, and two from business/community. Meetings are scheduled for September 10, 2009, and January 28, 2010.

As per the self-report responses, the advisory committee will address all areas mandated by rule in an advisory capacity. The advisory committee will have the added advantage of having at least one representative from each of the current committees. They will provide issues for the advisory committee to deliberate. It is noted on the self-report that agendas and minutes are required. These will be archived. It appears that sign-in sheets were not required or archived in the past; thus, the program is advised to require sign-in sheets and archive these along with the agendas and minutes for all future advisory committee meetings. To facilitate training of advisory committee members, the program should consider creating an Advisory Committee Handbook.

Compliance Status for Texas Administrative Code (TAC) Section 228.20 - GOVERNANCE OF EDUCATOR PREPARATION PROGRAM. In light of the findings detailed above, Rice University is not in compliance.

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

This section deals with recruitment and admission of students/candidates into educator preparation programs (EPPs).

Program Response

37. Describe the enrollment trend in your program for the last two years. (question not posed on desk audit instrument)

Declined

Remained the same

Increased

Other, please explain.

38. Select all instruments used to determine the candidate's basic skills proficiency prior to admission. (Check all that apply)

XTASP/THEA with state mandated minimum scores

TASP/THEA with higher than state mandated minimum scores

XSAT with state mandated minimum scores

SAT with higher than state mandated minimum scores

XACT

Texas Successive Initiative identified instruments

Other, please explain.

The other exemptions specified for the THEA.

39. How does the program determine English language proficiency for non-native English speakers prior to admission? (Check all that apply.)

Test of Spoken English (score of 55 or above)

Test of English as a Foreign Language (TOEFL) (26 oral-all sections must be completed)

Bachelor's or Graduate Degree from accredited U.S. institution

Degree from outside of U.S. with primary language of English

Verification of three years teaching experience in U.S.

Three years teaching experience in a setting using English

40. Select all program admission requirements that apply.

2.5 GPA (overall or last 60 hours)

Application

Passing score on pre-screening instruments

Interview or other screening instrument for appropriateness

Written Assessment

12 semester credit hours in subject-specific content area

24 credit hours in subject-specific content area

Passing score on Pre-Admission Content Test (PACT)

Resume evaluation

Successful background check

Job-related credentials or licenses

XLetters of recommendation

XOther, please explain.

Graduate Record Exam scores are required for Master of Arts in Teaching candidates.

41. How many candidates did you admit under the 10% cohort rule in the last academic year? TAC Section 227.10(B)

XNone

5% or less percent

10% percent

More than 10%

42. Has the program implemented changes in the admission requirements within the past year?

Yes

XNo

43. If the answer to the above question is yes, please explain.

44. How do you distribute information (publicly) about your admission requirements? (Check all that apply.)

Advisory Committee Members

XWebsite

XCatalog

Career Fairs

Job Fairs

School and community college visits

XBrochures

Media outlets (radio, television, newspaper, billboards, etc.)

Other, please explain.

45. How do you recruit students for your program? Check all that apply.

Advisory Committee Members

XWebsite

XCatalog

Career Fairs

Job Fairs

School and community college visits

XBrochures

Media outlets (radio, television, newspaper, billboards, etc.)

Word-of-Mouth

XOther, please explain.

Academic Fairs on campus; Education Club meetings.

TEXAS EDUCATION AGENCY RESPONSE

Findings:

Rice University is in compliance with TAC Rule §227.10 Admission Criteria. Candidates must have a 2.5 grade point average (GPA) for admittance into the Rice University educator preparation program. Test scores on the THEA, SAT, and ACT are also considered. Besides an application and transcript information, candidates must submit three letters of recommendation, preferably from professors in the applicant's major field.

The program utilizes standard avenues to publish its admission requirements: website, catalogues, and brochures. In addition to these avenues, Rice University also participates in Academic Fairs on campus and Education Club meetings to recruit candidates.

As per the program's self-report, records, which are stored both electronically and in paper format, are retained for at least five years. All records are kept under secure conditions.

Compliance Status for Texas Administrative Code (TAC) Section 227.10 - ADMISSION CRITERIA. In light of the findings detailed above, the educator preparation program (EPP) is in compliance.

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

This section focuses on instructional content, methods, and assessment of student/candidates understanding and skills.

Program Response

46. Select the criteria that the program uses to ensure that all course instructors/trainers have the necessary knowledge and skills to deliver a rigorous curriculum.

XAdvanced Degree

Texas Teacher Certificate in corresponding content and grade level

More than 5 years experience teaching the content at the specific grade level in a public or private school

Out-of-State Teaching Certification in corresponding content and grade level

Principal/Superintendent certification

Other Requirements –Please explain.

47. Identify the information that is required to be included in all instructors' course syllabi. (question not posed on desk audit instrument)

Instructor contact information

Content description

Goals

Objectives

Texas standards and competencies covered in the course

TEKS addressed, if applicable

PPR specific topics addressed

Field-based experiences embedded in the course, if any

Focused reading assignments

Instructional strategies

Calendar

Classroom policies

Grading criteria and standards

Assignments tied to calendar dates

48. Identify the methods/strategies that the faculty is encouraged to use in providing curriculum instruction to teacher candidates? (Check all that apply.) (question not posed on desk audit instrument)

Lectures

Class discussions

Case studies

Lesson plan development

Hypothetical classroom situations

Simulations

Cooperative learning groups

Active research

Modeling a variety of instructional strategies

Technology

Projects

Presentations by students

Other, please explain.

49. Does your program offer any type of technology training to your teaching candidates beyond using a computer for word processing, presentations, email, or internet?

XYes

No

Technology is readily available in virtually all classrooms and is used regularly as desired by professors. Some professors organize their entire lessons around technology, from presentation of the agenda to having students record notes, other use technology for presenting illustrations and examples to prompt analytical and problem-solving discussions, and others require students to demonstrate their own comfort with using technology in making lessons or presentations of their own.

50. Identify the types of technology used by the instructors in presenting the course content to the teaching candidates? See above.

Smart Board

Webquest

Cyber guides

Adaptive/assistive hardware

Bulletin board system

Digital or electronic portfolio

Drawing software

Graphing programs

Graphing calculators

Multimedia presentation software

PDA (personal digital assistant)

iPhones

Probeware

Productivity tools

Real-time video conferencing

Streaming video

Chats

Blogs

Wikis

Flextexts

51. Are ALL educator preparation students offered instruction in reading across the content areas?

XYes

No

52. Explain how the program teaches reading theories within the content areas and grade levels.

We teach reading theories as part of our methods sections (EDUC 410-416). The first of the three class periods devoted to considering reading across the curriculum is directed toward creating a working definition of reading based on traditional and contemporary theories and research, and toward making a connection between the secondary content areas and the need for every teacher to take responsibility for teaching reading.

53. Explain how candidates' understanding of reading theories and strategies are assessed.

Candidates' understanding is assessed through participation in classroom activities and through two homework assignments, one a reflection on how the candidate can integrate the teaching of reading into his/her own classroom and the second a lesson plan in which the candidate integrates the teaching of reading in a course that he/she is planning to teach in the first student teaching experience.

54. Explain how the program teaches the Texas Educators' Code of Ethics to all candidates.

The Texas Educators' Code of Ethics is integrated throughout our candidates' course of study. Candidates address the Code of Ethics before making observations in classrooms, when creating lesson plans, especially when discussing assessment methods, while considering classroom management, in discussions of job searches, and particularly when engaging in student teaching.

55. Explain how candidates' understanding of the Texas Educators' Code of Ethics is assessed.

Understanding is assessed through participation in discussions and by candidates' behavior. Their understanding of the document itself is also assessed through preparation for and taking the TExES tests.

56. Are all educator preparation students required to sign an affirmation to uphold the Texas Educator's Code of Ethics?

Yes

XNo

57. Explain how the program teaches child and adolescent development.

Child and adolescent development is taught explicitly through the required Educational Psychology course (EDUC 305/505). An optional class in Adolescent Development, EDUC 315/515, is also available. Applications are made in the Curriculum Development course (EDUC 420) as candidates are creating curriculum and selecting resources to use in their classes.

58. Explain how the program teaches the candidates to motivate students to learn.

The study of motivation is one of the fundamental concepts emphasized throughout our program, both in the required and optional courses. In the foundations courses candidates are encouraged to find the sources of motivation for high school students in their readings and in their observations. Candidates address the theories behind motivation in the Educational Psychology class, they apply those theories in the methods and Curriculum Development courses, including in the field-based experiences associated with the courses, and they practice and reflect on the theories in their own practice in the supervised student teaching experiences.

59. Explain how the program teaches a variety of learning theories and how they apply in actual classrooms.

Learning theories are also taught explicitly in the Educational Psychology course, they are applied in the methods and Curriculum Development courses, and they are practiced and discussed in the context of the supervised student teaching experiences.

60. Explain how the program assesses candidates' understanding of child and adolescent development, student motivation, and learning theories.

Candidates' understanding of the fundamental concepts of adolescent development, student motivation, and learning theories is assessed regularly. We use formal means such as written reflections and exams in the foundations courses, Educational Psychology and the methods sections, and we use evaluations of applications in Curriculum Development and the student teaching experiences.

61. Explain how the program teaches the state curriculum (Texas Essential Knowledge and Skills -TEKS) including organization, structure, and alignment.

The state curriculum and its organization, as well as the TAKS, are introduced formally at the first meeting of the methods section when candidates are asked to summarize and reflect on the alignment of the curriculum. The curriculum is referred to regularly in the foundations courses and in the methods sections.

62. Explain how the program assesses the understanding of the state curriculum (Texas Essential Knowledge and Skills -TEKS) including its organization, structure and alignment.

Candidates are required to write short reflections on the state curriculum, including how easily basic skills and content (such as reading, writing, use of technology, citizenship/character education and environmental awareness) can be integrated into the curriculum. In the Curriculum Development course candidates are required to name the TEKS that will be addressed through the courses they are writing, and mentor teachers regularly highlight the TEKS included in specific lessons during reflections on lessons taught in the supervised student teaching experiences.

63. Explain how a program teaches candidates the correlation between TEKS and educator standards.

The correlation between the TEKS and the educator standards generally becomes most visible during preparation for the TExES. Candidates are very familiar with the TEKS at that point and the alignment with the standards is usually remarkable.

64. Explain how the program assesses the candidates' understanding of the TEKS and its correlation with educator standards.

We do not formally assess candidates' understanding of the correlation between the TEKS and the educator standards, but it is a point of discussion during test preparation.

65. Explain how the program teaches the candidates to utilize the TEKS in planning instruction.

Candidates are required to use TEKS in writing the curriculum for two courses that they create to teach in the Summer School supervised teaching experience. We do not require the candidates to list the TEKS included in each lesson, but rather the TEKS addressed in each six-week unit. Often candidates are required to list the TEKS for each lesson when they begin teaching and that practice is supported in the internship seminar.

66. Explain how the program assesses the candidates' skill in utilizing the TEKS in planning instruction.

The curriculum is written in the spring semester and is reviewed by both the course instructor and the mentor teachers with whom the candidate will work through the supervised student teaching experience. We have three formal meetings between candidates and mentor teachers each spring semester to allow feedback and reflection on what candidates expect their students to accomplish and how that aligns with the goals expressed in the state curriculum as well as with the candidate's goals as a teacher.

67. Explain how the program teaches the purpose of and the teacher's responsibilities for the state student assessment (TAKS).

The purpose of the TAKS and the teacher's responsibility for the state assessment are addressed from multiple perspectives within the program. In the foundations courses they are addressed in terms of how they impact the culture of the school and the classroom, and in the methods classes they are addressed in terms of the teacher's desire to support student success and self-efficacy, as well as school success.

68. Explain how the program teaches candidates to use summative and formative evaluation strategies to diagnose learning needs of students

We provide formal lessons on the definitions, purposes, and strategies of summative and formative assessment in the Educational Psychology course and reinforce those understandings in the methods sections, the Curriculum Development class, and the supervised student teaching experiences.

69. Explain how the program assesses candidates' understanding of classroom summative and formative evaluation.

Candidates are required to write a reflective paper and take an exam on assessment in the Educational Psychology course. In the Curriculum Development course, candidates are required to write assessments as part of each daily lesson and they also are required to write at least one formal, summative assessment for the courses they create to teach in the summer supervised teaching experience. The ideas produced in the Curriculum Development class are usually generated from discussions in the methods section and evaluated in reflective debriefings during the supervised teaching experiences.

70. Explain how the program teaches candidates various models/methods of classroom management.

Models and methods of classroom management are formally addressed in the Educational Psychology and the Curriculum Development courses. Candidates do readings, discuss, and

practice a variety of strategies. Discussion centers on effectiveness, the affect associated with the method for both teacher and students, and consistency with given learning theories.

71. Explain how the program assesses the candidates' skill in classroom management.

Classroom management techniques are applied to students' own classrooms through formal planning of classroom routines and rules and then through putting the plans into practice when the secondary students arrive. Classroom management is a regular topic of discussion in daily debriefings during the summer supervised teaching experience and in internship seminar meetings.

72. Explain how the program teaches curriculum structure and development.

Curriculum structure and development are addressed formally in the Curriculum Development course, through which candidates develop curriculum for two six-week units. We use the three domains of knowledge (including Bloom's taxonomy and variations), and Gardner's multiple intelligences as organizational tools for our curriculum, but also discuss other options.

73. Explain how the program teaches a variety of lesson planning methods.

Lesson planning methods are taught primarily through the methods sections and the Curriculum Development courses. We discuss a variety of formats appropriate for a variety of purposes and allow candidates to experiment with formats (for example, 5E was popular with our candidates this year), but we require given elements to be included in each plan, including an objective, activities (including establishing a set, making transitions, closure, and so on), assessment of each student accomplishing the objective, and a source for the lesson.

74. Explain how the program assesses candidates' skill in curriculum development and lesson planning.

Skill in curriculum development and lesson planning is assessed through evaluating and providing feedback on the lessons the candidates produce and then through evaluation of the implementation of the plans in the summer supervised teaching experience. Candidates are also asked to assess their lesson planning at the end of the summer when they are asked to turn in all revisions to their plans along with a statement about how well the original plans (turned in at the end of the spring semester) supported them in their summer teaching.

75. Explain how the program teaches candidates to differentiate classroom instruction.

Differentiating instruction is addressed directly from different perspectives in each of the required courses. In the foundations courses candidates observe and reflect on how individual students respond to teachers' methods in the classroom. In Educational Psychology candidates address individual differences and methods that can address multiple needs. In the methods sections and in Curriculum Development we present examples of lessons designed to meet the needs of multiple students, and differentiation is a regular topic of discussion during debriefings during supervised student teaching experiences.

76. Explain how candidates' understanding of differentiating classroom instruction is assessed.

Candidates' understanding of differentiated instruction is primarily assessed through the lesson plans they produce and how the plans are put into practice in candidates' own classrooms.

77. Explain how the program teaches candidates the English Language Proficiency Standards (ELPS).

The special needs of English Language Learners are addressed as part of our curriculum concerned with individual differences, most directly in the Educational Psychology, methods, and Curriculum Development courses. Candidates are given readings and examples of how to adapt curriculum to work with students who are learning English. The topic often comes up in connection with observations and field-based experience, as well as with the summer student teaching experience and it is always formally discussed in the internship seminar.

78. Explain how candidates' understanding of the English Language Proficiency Standards (ELPS) is assessed.

Candidates' understanding of the ELPS is noted in the lesson plans that they write to meet the needs of diverse students. They are expected to make vocabulary comprehensible and to support the reading and writing needs of their students beginning at each student's level of proficiency.

79. Explain how the program teaches the standards, knowledge, and skills put forth by the National Association for Gifted Children.

The needs of gifted and talented students are also addressed as part of the curriculum concerned with individual differences, most directly in the Educational Psychology, methods, and Curriculum Development courses. The optional Introduction to Special Education course also includes a section on gifted students. Many of our candidates have experience with programs designed to support gifted and talented students so they also have much information to contribute to discussions.

80. Explain how candidates' understanding of the Gifted and Talented Standards is assessed.

Candidates' understanding of the needs of gifted and talented students is noted in the lesson plans they write to meet the needs of diverse students. Those lesson plans are reviewed by the course instructor and mentor teachers, and they are also peer reviewed.

81. Explain how the program teaches candidates the characteristics of and teaching strategies for students with special needs.

Teaching students with special needs is addressed most directly in the Curriculum Development course and in the optional Introduction to Special Education course, which is highly recommended for each candidate. (We regularly have our first year teachers address the candidates new to the program on how to prepare themselves for the classroom, and the new teachers themselves are the most effective recommenders of the Special Education course.)

82. Explain how candidates' understanding of the characteristics of and teaching strategies for students with special needs is assessed.

In the Introduction to Special Education course candidates are assessed through their performance on papers and exams. In the Curriculum Development course we introduce scenarios of students with a variety of special needs. Candidates become most invested in the topic when they have students of their own with special needs. The topic is a regular part of the discussions during summer meetings with student teachers and in the internship seminar.

83. Explain how the program teaches communication skills and parent conferencing.

We require candidates to contact each summer school student's family within the first two weeks of school, and we also have a Summer School Open House during the first week of classes. We prepare candidates for these communications with parents in our regular weekly

meeting of student teachers and each department also addresses the topic during the first week of classes.

84. Explain how candidates' communication skills and parent conferencing skills are assessed.

Communication skills are assessed based on candidates' performances during the Open House in which they have seven minutes to introduce themselves and their classes to the parents, and also through discussions of the phone calls they make to parents.

85. Explain how the program teaches candidates to select and implement a variety of instructional strategies according to the content area and grade level.

Candidates are presented with a multitude of options in instructional strategies through their course work, the course readings, their research for their own lesson plans, their observations and field experiences, and through their experiences as students themselves. They are then asked to select strategies to serve specific purposes in several homework assignments. The most significant times they are asked to select among multiple options for methods is when they write their own lesson plans in the Curriculum Development course.

86. Explain how the candidates' skill in selecting a variety of instructional strategies is assessed.

Skill in selecting instructional methods is assessed through written and oral feedback from mentor teachers and the course instructor. Further, in their Summer School teaching, candidates get direct feedback from secondary students in addition to observers in their classes.

87. Explain how the program teaches candidates to integrate technology into classroom instruction.

Every candidate is required to complete a three-credit course in technology, including an option to take our Computers in Education course, EDUC 345/545. All candidates are required to include technology in their lesson plans written in the Curriculum Development class.

88. Explain how the candidates' skill in using technology in classroom instruction is assessed.

Skill in using technology is assessed as lesson plans are evaluated both in the spring semester as they are written and in the summer student teaching experience as they are taught. Further, candidates are required to document their expertise with integrating technology into the classroom in the portfolio they produce during the final summer of student teaching.

89. How many clock hours of Pedagogy and Professional Responsibilities test preparation is provided?

X6 clock hours

Less than 6 clock hours

More than 6 clock hours

90. How does the program ensure that candidates transfer content knowledge and skills throughout the program?

(See #102 in Addendum)

The courses we require are designed to complement each other in providing candidates a foundation of philosophy, skills and values as they enter their own classrooms. The foundations

course (EDUC 301/501, Historical, Philosophical, and Sociological Foundations of Education, or EDUC 330/530, The American High School) provides a study of the purpose of the educational system in the United States and in Houston's urban schools in particular. The Educational Psychology class (EDUC 305/505) focuses on how people learn, with an emphasis on adolescent learning and development. The methods sections (EDUC 410-416) include the curriculum, methods, materials, and resources specific to each teaching field. Each class makes frequent references to the others, as, for example, goals of an educational system change as the technology and information available to teachers changes, and methods are evaluated for compatibility with learning theories and philosophies of education. The Curriculum Development class prompts candidates to use what they have learned in each of the other classes to write curriculum, including naming purposes (goals and objectives) each student should achieve (based on the TEKS but also including broader goals from the domains of knowledge), using methods and materials that are developmentally and age appropriate, and meeting the needs of diverse secondary students. The summer student teaching experience is a natural extension of writing the curriculum in that candidates teach the curriculum they completed.

91. Is more than 50% of your educator preparation program's curriculum offered online?

Yes

XNo

If you answered "NO" to the above question, skip to question # 98.

92. Select all the methods you use to secure your online modules/courses.

Develop our own

Purchase modules/courses

Subscribe to modules/courses

XNOT APPLICABLE

93. If you develop your own online courses, what standards for development and delivery are used by your program?

Developed our own standards

ISTE (International Society for Technology Education)

No specific standards

Other, please explain.

94. Identify the following that are included as normal practice in your online program.

Identification of course instructors and their contact information

A course orientation

A clear and complete course overview and syllabus

A course description explaining exactly what the course will do

Competencies the student will demonstrate at the end of the course

Course prerequisites, if applicable

Total number of contact hours per online course

Ample opportunities and methods for students to provide feedback

Multiple ways exist for the student to assess course effectiveness

Online content that is organized into units and lessons

Essential activities and assignments with due dates
 Active learning techniques are embedded into content
 Students chat, ask questions or give feedback within a certain time period
 Multiple teaching methods and learning opportunities exist
 A list of important dates such as lectures, webinars, lab, exams, and special assignments exists
 Mixed media is utilized in content presentations
 A management system exists to track student log-on, attendance, progress
 Issues associated with copyright materials are addressed
 Academic integrity and netiquette expectations are explained
 Privacy policies are clearly stated
 Feedback from the instructor is timely
 Grades are given numerically or pass/fail

95. Select types of module/course assessments used in your online course work

Online quiz/tests
 Sent-in quiz/tests
 Online essay questions
 Sent-in essay questions
 Student-written reports submitted online
 Sent-in student student-written reports
 Online portfolios graded by instructor
 Sent-in portfolios graded by instructor
 Online reactions to case studies/hypothetical classroom situations
 Sent-in reactions to case studies/classroom situations
 Projects submitted online
 Sent-in projects
 Lesson plans submitted online
 None required
 Other, please explain.

96. How does the program store/manage student assessments for online work?

Saved electronically for five years
 Saved electronically for one year
 Saved as paper copies in student's file
 No student assessment from online courses are saved or recorded.
 Other, please explain.
 Select each method of assistance (technical or instructional) available to your students from your program for online modules/courses.
 Phone contact with instructor
 Online contact with instructor
 Face-to-face contact with instructor

Phone contact with field supervisor
 Face-to-Face contact with field supervisor
 Free telephone helpline
 Telephone helpline at additional cost
 Free online help
 Online help at additional cost
 Free user's manual
 User's manual at additional cost
 Instructor resources and notes available to students
 Ability for students to access grades online
 Ability for students to access grades through instructor
 None available
 Other, please explain.

97. Do any of your modules/courses provide expert speakers, video of master teachers, activities, or anything that enhance student learning?

Yes

No

TEXAS EDUCATION AGENCY RESPONSE

Findings:

Rice University is in compliance with TAC Rule §228.30 Educator Preparation Curriculum. The 17 subject matter topics mandated in Texas Administrative Code Rule §228.30 are taught throughout the curriculum offered by Rice University's educator preparation program. Although no modules or courses are offered online, technology is readily available in virtually all classrooms and is used regularly as desired by professors.

Specific classes, as noted in the self-report, address each of the 17 topics initially. They are then also integrated in other courses throughout the curriculum. Assessment varies as applicable to the topic. The Texas Educators' Code of Ethics, for example, is integrated throughout the candidates' course of study. Thus, candidates address the Code of Ethics before making observations in classrooms, when creating lesson plans, when discussing assessment methods, and while considering classroom management. It is also considered in discussions about job searches and the student teaching experience. The candidates' understanding of the Code of Ethics is assessed through participation in discussions and by candidates' behavior. Their understanding of the actual Code of Ethics document is also assessed during their preparation for the TExES exam.

Because the student teaching experience is during the summer school session, candidates work with their course instructors and mentor teachers during the spring semester to create the appropriate curriculum, including specific lesson plans, for two six-week units. Candidates are required to contact each summer school student's family within the first two weeks of summer school classes and to participate in the Summer School Open House during the first week of classes.

In essence, the courses required by the Rice University program are designed to complement each other in providing candidates a foundation of philosophy, skills, and values as they enter their own classrooms. The faculty members from the various departments work together to make frequent references to curriculum topics that may not be the ones on which their particular course focuses. In this way, professors offer the candidates continuity of the curriculum throughout their coursework. According to the document review submissions, the Rice University program also offers research seminars and colloquia on major issues in contemporary education.

Compliance Status for Texas Administrative Code (TAC) Section 228.30 – EDUCATOR PREPARATION CURRICULUM. In light of the findings detailed above, Rice University is in compliance.

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

This section focuses on program delivery and support provided to candidates, mentors/cooperating teachers, and field supervisors.

Program Response

98. For Post Bacs and ACPs only: How many late hire candidates have you had this academic year?

99. For Post Bacs and ACPs only: How did you document that the 30 clock-hours of field-based experience as well as 80 clock-hours of initial training were completed within 980 school days of assignment?

100. How many clock hours of field-based experiences prior to student teaching does your program require?

Less than 30 clock hours

30 clock hours

More than 30 clock hours

Do not have a field-based component

101. If you selected less or more than 30 clock hours or do not have a field-based component, please explain.

We require fifteen hours of observation (based on ethnographic research) through the foundations courses and thirty hours of field-based experience through the remaining courses.

102. Does the program use video media as part of the field-based experience?

Yes

No

103. If "YES" to the above question, how many hours of video are being counted as field experiences?

104. Does the program require that field-based experiences occur in a variety of educational settings with diverse student populations?

Yes

No

105. Identify how candidates respond to and document their field-based experiences. (Select as many as apply)

Time logs

Reflective journals

Classroom discussions

Responses to online questions

Classroom activities to reinforce field-based experiences

Focused observation instruments

Other, please explain.

(See #113 in Addendum) Candidates document their field-based experiences through observation logs which require minimal information about each observation (date, number of hours, school, teacher, and verifying signature), and which becomes a part of candidates' files. Candidates respond to their field-based experiences in a variety of ways based on the purpose they serve in the class. In Educational Psychology (EDUC 305/505), Introduction to Special Education (EDUC 310/510), Adolescent Development (315/515), Adolescent Literature (EDUC 325/525), Contemporary Issues (EDUC 202/502), and Urban Education (EDUC 335/535) candidates may write a reflection on the specific concept they were observing for or may collect data to provide the basis for a discussion in class. In the methods sections (EDUC 410-416) and Curriculum Development (EDUC 420) courses candidates participate in mentor teachers' classrooms, observing and later discussing specific methods and materials, participating in the routines during a typical school day including the repetition of classes and variations among classes of the same subject, hall duty, parent conferences, faculty meetings, and so on.

106. Does the program require candidates to experience a minimum of 12 weeks of student teaching/clinical teaching or 180 days of internship?

Yes

No

107. Does the program accept 50 hours or less of professional training from the school district toward program credit?

Yes

No

108. If "YES" to the above question, identify how the contact hours are verified.

CPE certificate

School district record

Other, please explain.

(See #116 in Addendum) We have provided candidates with professional training from school districts through our student teacher meetings during the summer student teaching experience, but our requirements involve hours spent in the meetings rather than hours spent specifically in professional training from a school district.

I would like to address the “Other” answer I marked concerned with the student teaching time we provide. Every candidate is required to teach in at least one six-week Summer School student teaching experience, teaching the curriculum he/she wrote in the spring Curriculum Development class. Undergraduates and some graduate candidates (Class III candidates, those not earning the Master of Arts in Teaching degree) have the option of teaching for two summers, thus completing twelve weeks of student teaching. Other candidates (some recent graduates, some Class III candidates, and all Master of Arts in Teaching candidates) complete the second student teaching experience as interns for one semester. Each intern signs a contract with a district to teach for at least one year, but is classified as an intern at Rice for a single semester. During the semester the interns meet in a class one evening a week and the class professor observes and provides feedback to the candidate in his/her classroom a minimum of four times. Following the semester of intern teaching, Master of Arts candidates can be awarded their degrees and thus often make a jump in the salary schedule based on their academic accomplishment. Thus, our interns complete a six-week student teaching experience and a one-semester internship. The sequence has proven effective for supporting our candidates as they take on the responsibilities of a teacher. For the first six weeks, the student teaching experience, they have intensive support with a mentor teacher in the classroom every class period, and oral and written debriefings on each class daily. When they begin their careers in area schools they have less intense but still very visible support from a familiar supervisor from the University as they also begin working within the support system provided by the employing school.

109. What is the total number of required contact hours in your program, excluding student teaching/clinical teaching or internship? (See Program Hours worksheet attached to notification email.)

306 hours

110. Select EACH criterion used by your program to select Cooperating Teachers or Campus Mentors.

Teachers in the same grade and content area

Three years or more teaching experience

National Board certified teachers

Master teachers

Department head/team leader

Teachers with previous mentor training

Whomever the principal selects

Other, please explain.

We require Texas State certification in the grade levels and subjects, a minimum of three years experience, and very strong recommendations. In addition we strongly prefer teachers who are currently teaching in an accredited school in the Houston area. Decisions are made based

upon meeting the requirements, strength of recommendations, an interview and a classroom observation.

111. Has the program's selection criteria been shared with partner schools and school districts?

Yes

XNo

112. If school district personnel select the cooperating teacher/mentor, have they developed selection criteria and shared their criteria with you? (question not on desk audit instrument)

Yes

No

Some have/some have not

113. Does the program provide scientifically-based training yearly to cooperating teachers/campus mentors on how to work effectively with candidates?

XYes

No

114. Select all providers used to train your cooperating teachers/mentors.

School district

XEducator preparation program

Education Service Center

Online

Other, please explain.

115. Identify how the program documents training for cooperating teachers/mentors.

Sign-in sheets at training

Certificates of completion

CPE credit records

School district professional development records

XOther, please explain.

We document attendance at training sessions. Mentor teachers receive stipends for attendance.

116. Explain how your program documents cooperating teacher/mentor training provided by other entities such as school districts, etc. (question not on desk audit instrument)

Sign-in sheets at training

Certificates of completion

CPE credit records

School district professional development records

Other, please explain.

117. Identify all criteria that you consider in selection of field supervisors.

Experienced professional educators currently certified in Texas
Former principals or other administrators currently certified in Texas

Current EPP faculty/instructors certified in Texas

Experienced professional educators currently certified out-of-state

Former principals or other administrators currently certified out-of-state

Current EPP faculty/instructors certified out-of-state

A minimum of 5 years teaching/administrative experience

Non-certified educators

Other, please explain.

118. Identify the training that you provide to field supervisors and its frequency.

TxBess training

Refresher TxBess training

Coaching techniques

Mentoring methods

Orientation to field-based instruction

Orientation to student teaching/internship

Handbook review

Once a year

Every other year

One every three years

As needed basis

XOther, please explain.

We generally have only one or two field supervisors at a time. A new field supervisor accompanies the current/previous supervisor and the two confer following each observation. Training also occurs through observations made in our summer student teaching experience as the two supervisors compare notes and recommendations for given candidates.

119. Does the program require initial contact by the field supervisor during the first three weeks of the candidate's assignment?

XYes

No

120. Identify how the program documents the initial contact?

Field-supervisor contact log/records

Signed contact form by teaching candidate and field supervisor

Signed observation form by field supervisor

None

Other, please explain.

The initial contact is documented through attendance at the weekly seminar for candidates and through observation notes made in the candidate's classroom. This initial contact is made in both kinds of student teaching experiences, the Summer School student teaching and the internship.

121. Is a minimum of three formal observations required during the candidate's teaching assignment?

Yes

No

122. Identify how the program documents formal observations by the field supervisor.

PDAS records

Field supervisor contact log/records

Signed contact form by teaching candidate and field supervisor

Signed observation form by field supervisor/teaching candidate

None

Other, please explain.

(See #131 in Addendum)

Formal observations are documented through observation notes written by the supervisor, to which the candidate responds either orally or in writing. Observation notes are specific to the candidate and include detailed notes reviewing the class in a supportive manner while recognizing the vulnerability of new teachers in front of their first classes. Observers comment on the whole spectrum of classroom interaction, especially in relation to student impact, including:

accuracy of the content

student reactions and interactions

introductions to lessons

clarity of identifying the objective of the lesson

organization of the content

reinforcement of the students

variety and relevance of questions

movement around the classroom

variety and relevance of activities

inclusion of the domains or knowledge, multiple intelligences, and the research-based methods identified by Marzano

adaptability of assignments to different student needs

use of examples and illustrations

use of appropriate assessments daily and for units

lesson closure

123. Indicate the duration of a formal observation conducted by the field supervisor.

Less than 45 minutes

45 minutes

More than 45 minutes

124. Does the program require that the first observation of the candidate occur within the first six weeks of placement?

Yes

No

125. If you answered "NO" to the above question, please explain.

126. Does the program require that a field supervisor provide written feedback to the candidate?

Yes

No

127. If you answered "NO" to the above question, please explain.

128. Does the program require the field supervisor to debrief with the candidate after the observation?

Yes

No

129. If you answered "NO" to the above question, please explain.

130. Does the field supervisor provide a copy of the formal observation documentation to the teaching candidate's campus administrator?

Yes

No

131. If you answered "NO" to the above question, please explain.

Our notes are narrative feedback rather than forms, and are specific to the individual candidate. On several occasions the candidates have shared the notes with their administrators, but it is not a requirement that they do so.

132. How many student teachers/clinical teachers/interns are typically assigned to one Field Supervisor?

1-3

4-7

8-11

12-15

16-20

More than 20

Other, please explain.

133. Describe additional support provided to candidates who are struggling to meet the requirements of the program.

The University provides several means of support for candidates who struggle academically, from tutoring to academic counseling, and those means are distributed to candidates during our orientation to the program. Candidates struggling in student teaching are given feedback and support from a variety of professors and mentor teachers within the program. On occasion a candidate is required to complete a second summer student teaching experience before being allowed to complete an internship. A candidate struggling during the internship receives extra observations, extra planning sessions outside of class, -**- conferences with administrators at the school, or whatever intervention seems most appropriate, as needed. Most often the candidate recognizes the need and is very specific about the extra support needed, but a supervisor may step in to ameliorate a problem without the request if needed.

134. Describe ongoing support provided to cooperating teachers/mentors.

Cooperating teachers are hired by our program and work with us on our campus as they support the candidates during the summer student teaching experience. Formal on-going support is provided through faculty meetings, including two preparation days of professional development, and weekly department meetings. Informal support is provided through daily interactions including feedback on assessments they make of candidates, support working through problems, and reinforcement of successes they share.

135. Describe ongoing support provided to field supervisors.

The field supervisor gets support through interactions with mentor teachers and the Summer School staff during the summer student teaching experience, and through interactions with administrators and mentor teachers in the interns' schools.

TEXAS EDUCATION AGENCY RESPONSE

Findings:

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

Candidates are required to participate in a total of 30 clock hours of field-based experiences offered in specific courses prior to student teaching as well as 15 hours of observation, based on ethnographic research through the foundations courses. Candidates document their field-based experience through observation logs and respond to their experiences in a variety of ways based on the purpose they serve in the particular class.

Cooperating teachers are selected based on the following criteria: Texas State certification, a minimum of three years teaching experience, and strong recommendations. Preference is given to those currently teaching in accredited schools in the Houston area.

Cooperating/mentor teachers receive stipends for attendance at the program's training sessions.

Generally, there are just two field supervisors at a time. Field supervisors do not participate in any scientifically-based training regarding coaching or mentoring. Training occurs through observations made in the summer student teaching experience as the two supervisors compare notes and recommendations for candidates.

The Rice University educator preparation program provides two options for students to meet the student teaching requirement: two six-week student teaching experiences taken during two consecutive summers or one six-week summer student teaching experience plus one semester of internship. Candidates participating in the summer experience are engaged with students only four hours of the day. Program personnel stated that the remainder of the summer school day, candidates participated in meetings and/or campus duties.

A minimum of three formal observations are conducted during the student teaching experience and documented through observation notes written by the field supervisor. Specific areas addressed in the comments to the candidate include accuracy and organization of the content, student reactions and interactions, clarity of the lesson objectives, and variety and relevance of questions.

Because the observations are the entire length of the class period, they are generally longer than 45 minutes. The summer student teaching experience lesson is 50 minutes long; the observation during the regular semester may be from 45 to 90 minutes in length. Although the observation documentation notes are shared with the candidates, they are not provided to the candidates' campus administrators.

Support is provided through various means to those candidates struggling academically. Tutoring and counseling services, conferencing with appropriate university and campus personnel, and interventions regarding specific areas of concern are implemented as extra support for candidates.

Compliance Status for Texas Administrative Code (TAC) Section 228.35 – PROGRAM DELIVERY AND ON-GOING SUPPORT. In light of the findings detailed above, Rice University is in compliance.

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

This section focuses on evaluation of student progress and the overall program.

Program Response

136. How often does your program evaluate the overall performance of the program?
(question not on desk audit instrument)

Once every 12 months

More than once every 12 months

Every two years

Every 3-5 years

Other, please explain.

137. Identify individuals who are involved in the evaluation of your program?

Dean/Program Director

Faculty

Advisory committee members

Public/Private School Campus Administrators

Cooperative teachers/mentor

Student teachers/clinical teachers/ interns

Human resource directors

XOthers, please explain

Candidates, professors, mentor teachers, summer school administrators, cooperating principals, secondary students in candidates' summer classes, parents of the secondary students, Education Council members, and members of the Advisory Committee all participate in program evaluations.

138. Identify specific internal and external data used to analyze the program.

ASEP data

Advisory Committee input

Qualitative evaluations from teaching candidates

Qualitative evaluations from principals or other school district staff

Qualitative evaluations from faculty members

Qualitative evaluations from cooperating teachers/mentors

Qualitative evaluations from program staff including field supervisors

Student retention information

Number of students passing the Texas on the first attempt

Number of testing attempts by each student

Outside evaluation results

XOther, please explain

None

Data for our program evaluations come from survey responses from candidates, mentor teachers, secondary students, and secondary students' parents; interview responses from candidates, mentor teachers, summer school administrators, and cooperating principals; mentor teachers' letters of evaluation of candidates' student teaching

performance; University course evaluations; portfolio evaluations made by portfolio committees; and TExES and ExCET scores on the full test and on test objectives.

139. Does the program have a system in place to evaluate the curriculum's design and delivery based on performance data, scientifically-based research practices, and results of internal and external assessments?

XYes

No

140. How often do you evaluate your program's curriculum?

Once every 12 months

More than once every 12 months

Every two years

Every 3-5 years

More than five years between evaluations

Never

141. Identify individuals who are involved in curriculum evaluation? (question not posed on desk audit instrument)

Dean/Program Director

Faculty/instructors

Advisory Committee Members

Public/Private school campus administrators

Cooperating teachers/mentors

Student teachers/mentors

Human Resources directors

Other, please explain.

142. Identify specific internal and external data used to analyze the curriculum. (question not posed on desk audit instrument)

ASEP data

Advisory Committee input

Qualitative evaluations from teaching candidates

Qualitative evaluations from principals or other school district staff

Qualitative evaluations from faculty members

Qualitative evaluations from cooperating teachers/mentors

Qualitative evaluations from program staff including field supervisors

Student retention information

Number of students passing the Texas on the first attempt

Number of testing attempts by each student

Outside evaluation results

Other, please explain

None

143. Explain benchmarks and structured assessments that are in place to monitor the candidate's progress throughout the program.

Candidates' progress is monitored regularly. When a candidate is accepted into the program, he/she meets with the department academic advisor to begin a Plan of Study, a listing of the requirements for certification. The Plan is completed and approved by a member of the Education Council, our liaison with the department in which the candidate is earning certification. The Plan of Study is turned in to the Department Administrator, who issues e-mail reminders and collects the documentation of completion of requirements as the candidate progress through the program. The candidate meets with the department academic advisor to monitor progress documented in his/her file at least once a semester, and more often as needed. If needed, the candidate also consults with the Education Council member to make modifications in the content requirements. The Department Administrator reviews the Plan of Study and verifies completion of all requirements, then consults with the Certification Officer before the candidate is approved for certification.

144. Identify all the ways the program determines the candidate's readiness for TExES tests? (question not posed on desk audit instrument)

Completion of test review course

Successful completion of a practice test

Course grades

Completion of the program

Other

145. Identify the current trends in your program's ASEP data over the past three years.

Scores have improved over the past three years

XScores have been about the same over the past three years

Scores have declined over the past three years

Scores have fluctuated over the past three years

Scores reflect problem areas in specific groups

Scores reflect improvement in specific groups

Other, please explain

146. How do you manage student records? Check all that apply.

XRecords are retained for five years

XRecords are stored under secured conditions

XRecords are stored electronically.

XRecords are kept in paper format

147. Identify how your program will process and address candidate's grievances.

A specific process is outlined and communicated to the student in the handbook.

XA specific process is provided by the university.

The program director addresses each problem individually after a written request.

The Dean addresses each problem individually after a written request.

A panel reviews and responds after a written request.

There are no procedures currently.

Other, please explain.

We address grievances through the process described in the University's General Announcements, http://www.rice.edu/catalog/2008_2009/. A candidate makes a case in writing to the lowest appropriate level, usually to the chair of the department, who makes a decision on the issue. If the candidate is dissatisfied, he/she makes his/her case in writing to the next higher level appropriate official, and so on until the case is resolved. The Office of Graduate and Postdoctoral Studies or the Dean of Undergraduates office advises candidates on the appropriate officials to whom to make appeals.

148. Describe aspects of your program that you feel illustrate best practices or uniqueness. This is your opportunity to describe attributes of your program that were not identified in the questionnaire.

(See #159 in Addendum)

The structure of our program is unique to meet the needs of Rice University candidates as they complete demanding programs of academic studies. Our summer teaching program allows undergraduates to complete their majors within four years and allows graduate candidates to take upper level content courses with graduate students in the subjects in which they are earning certification. All the candidates complete rigorous academic programs that allow them to know their content well. We limit our certification to grades 8 through 12 to match the strengths our candidates have in content knowledge. The certification program is a cohesive introduction to classroom teaching that prepares candidates to teach in a variety of schools in Texas, from private to public to charter, from small schools designed for carefully selected students to large, comprehensive urban schools. We offer core requirements along with optional courses to enhance candidates' preparation to work with the diversity of students found in our state, in our city, and on our campus during Summer School. Candidates have direct experience writing original curriculum based on the curriculum required in the schools of Texas, the TEKS. They then teach that curriculum in a summer enrichment program for secondary students. The Summer School was established in 1964 to allow Rice candidates to complete their student teaching along with their academic majors in four years. Having the first student teaching experience in summer school has added advantages, however. First, it allows us to select and draw together excellent mentor teachers from across the city to work with our candidates. Further, the primary focus of the mentor teachers during Summer School is the candidates. During the academic year, mentor teachers must have their own students' progress as their priority, whether they have student teachers or not. During Summer School, candidates are the teachers of record, so the candidates accept the responsibility for their students' progress and the mentor teachers can focus on supporting the candidates in their work. Candidates enter the schools when their mentor teachers and administrators are reasonably confident that they are professionally prepared to meet the challenges of teaching. We cannot prepare new teachers for every eventuality, but we do teach them how to make decisions in

classrooms based on long term goals and daily objectives for their students, and on student safety and welfare. They enter their own schools and classrooms with a plethora of resources, advice and suggestions to support them, and also with connections with mentor teachers who have become colleagues. They have people and resources to turn to with questions or problems, and people who celebrate their successes with them. Rice has some of the strongest students in the United States and we do our best to support their success teaching the students in the secondary schools of Texas

TEXAS EDUCATION AGENCY RESPONSE

Findings:

Rice University is in compliance with TAC Rule §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement. Per documentation, the Rice University program evaluation system encompasses course evaluations, portfolio evaluations, department meeting reviews, summer staff evaluations, and interviews of summer school campus personnel as well as surveys from candidates, secondary students, and parents of the students. TExES and ExCET scores are reviewed, and changes in curriculum, according to the self-report, are guided through results of the data and evaluations by the multiple constituencies and state mandates.

Progress of candidates is monitored regularly. A system is in place that requires candidates to meet with the department academic advisor to begin a Plan of Study, which is submitted to the Department Administrator directly connected to the area in which the candidates are earning certification. Candidates meet with the appropriate advisors and administrators who review and verify completion of all requirements at least once a semester. Readiness for TExES testing is also verified before candidates are recommended for testing.

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, Rice University is in compliance.

Commendations:

The Rice University educator preparation program is commended for utilizing a systemic manner of evaluating overall program effectiveness. Surveys from multiple constituencies and compilation of diverse data impact program evaluation.

Program Recommendations:

The following are recommendations based on the findings of the Post Approval Visit. If the program is NOT in compliance with any component, consult the TAC rules and correct the issue IMMEDIATELY. A progress report will be required in one year. General program recommendations are suggestions for program improvement. No follow-up report is needed.

Program Compliance Recommendations:

*Ensure that the proposed advisory committee meets a minimum of twice during the 2009-2010 academic year in order to comply with Texas Administrative Code Rule §228.20(b).

*Provide training for university field supervisors to be in adherence with Texas Administrative Code §228.35(f). Areas presented should include coaching and mentoring strategies.

General Program Recommendations:

*Create an observation documentation form to be provided all campus administrators of student teaching candidates and/or interns. Require that all supervisors submit observations forms to campus administrators in order that the program will be in adherence with TAC Rules §228.35(f).