



Desk Audit Compliance Report 2014-2015 University of Texas - Permian Basin

According to Texas Administrative Code (TAC) §228.10(c), " An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the Texas Education Agency (TEA) staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per TAC §228.1(c), "All educator preparation programs are subject to the same standards of accountability, as required under Chapter §229 of this title." The Texas Education Agency administers Texas Administrative Code required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at www.tea.texas.gov for details.

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County/District Number: 108501

SBEC Approval Date: 9/15/1989

Program Specialist, Mixon Henry, conducted a Texas Education Agency Compliance Audit of University of Texas - Permian Basin (UTPB), at TEA as a desk audit, in the summer of 2015. The focus of the compliance audit was Pedagogy and Professional Responsibility curriculum. The following are findings and recommendations for program improvement.

Scope of the Compliance Audit:

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

Data Analysis:

Information concerning compliance with the Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency on July 17, 2015. A review of documents, student records, course material, online courses, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires developed by TEA were sent to UTPB stakeholders and responses are as follows: Nine (9) out of Twenty-five (25) advisory committee members; twenty-six (26) out of two hundred six (206) clinical teachers/interns; ten (10) out of forty-six (46) principals; eight (8) of sixteen (16) field supervisors; and twenty-five (25) out of one hundred fifty-six (156) cooperating teachers/mentors responded. Qualitative and

quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence. Evidence of compliance was measured using a rubric aligned to determine compliance with the Texas Administrative Code.

Findings, Compliance Issues, and Recommendations:

“Findings” indicate evidence that was collected during the compliance audit process. If the program is “NOT in compliance” with any identified component, the program should consult the Texas Administrative Code and is required to correct the issue IMMEDIATELY. A compliance plan may be drafted that identifies issues to be addressed and a timeline for completion. Program “recommendations” are suggestions for general program improvement and no follow up is required.

Desk Audit Process: UTPB representative, Dr. Roy Hurst, assisted Mr. Mixon Henry in the review. All documents were submitted via email. The submitted documents were reviewed and clarification was provided by UTPB representative, Roy Hurst. At the end of the review of the documents and candidate records, the audit rubric was scored, and results shared with the UTPB representative.

The following are the findings of the audit.

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

FINDINGS:

- Program support was indicated by the governing body of UTPB per TAC §228.20(c) as evidenced by the participation and cooperation of Dr. Roy Hurst, in various stages and steps of the compliance audit.
- The advisory committee consists of twenty-seven (27) members, ten (10) members are from local school districts, twelve (12) members represent community/business interests, one (1) member is from ESC #18, and four (4) members are from higher education (UTPB). The University of Texas at Permian Basin meets TAC §228.20(b) requirements for advisory committee composition.
- UTPB could not provide evidence of two advisory committee meetings for the past three academic year. Agendas, minutes, and sign-in sheets were missing as evidence of compliance. The program did not meet the requirements for TAC §288.20(b).
- UTPB advisory committee minutes did not verify the collaboration and input of advisory committee members in assisting with design, delivery, evaluation, and major policy decisions.
- UTPB had no documentation to verify training the advisory committee on their roles and responsibilities.

Compliance Issues:

- Document two advisory committee meetings per year with minutes and sign-in sheets.
- Capture advisory committee members' assistance with design, delivery, evaluation, and major policy decisions in minutes of advisory committee meetings.
- Verify by signature training of advisory committee members so roles and responsibilities are clear and understood.

Recommendations:

- Consider rolling terms for advisory committee members;
- Establish what constitutes a quorum to conduct advisory committee business;
- Explore the use of technology to conduct the advisory committee meetings;
- Provide Continuing Professional Education (CPE) credit to the advisory committee members who need to earn hours for certification renewal; and
- Consider adding more school district personnel and past graduates of the program to the membership of the advisory committee. Have fewer members from ESC 18.

Based on the evidence presented, the University of Texas - Permian Basin is not in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

FINDINGS:

- Candidate transcripts confirmed a 2.5 or higher GPA (grade point average) for admission in all candidate folders reviewed.
- Program worksheets noted 12 semester credit hours in the candidates' specific content field, or 15 semester credit hours in Mathematics and Science if the candidate was seeking certification in grades seven and above.
- Candidate's basic skills were verified as noted on the transcript with THEA, SAT, ACT, Compass, and STARR/TAKS results.
- All candidate records contained an application.
- Two references are an additional requirement by UTPB and each candidate folder had the required number of references.

- Interviews were provided, but no scoring rubrics were found in all candidates' records to denote if criteria were met.
- Requirements for admission to the program are located on the UTPB website and are applied consistently to all candidates.
- No out-of-country applicants have applied within the last three years, so no candidate files were reviewed during the desk audit. The program is aware of the requirements for admission of out-of-country candidates and these are noted on the UTPB website. Candidates whose first language is not English must demonstrate competence in the English language by submission of an official minimum score on the written or computer-based Test of English as a Foreign Language (TOEFL) with a speaking score of 26. In addition, the applicant must have his/her transcripts from an out-of-country non-English speaking university evaluated by an approved evaluation service [TAC §227.10(7)].
- According to TAC §228.40(d), the program retains documents that evidence a candidates' eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion. There was missing documentation from candidate folders which was attributed to the change in personnel. This issue was discussed and has been addressed. The candidate folders are stored in a secure environment.

Compliance Issues:

- Limited verification of an interview with a rubric and cut score. Conduct interviews using a standard set of questions with a standard scoring rubric with a cut score for entry. Maintain the interview rubric in the candidate folder for audit purposes.
- Retain records of candidates' admission and program completion for five years after the standard certificate is issued.

Recommendations:

- Consider additional screening device that identifies skills in articulations, oral reading, writing skills, and appropriate disposition to teach.

Based on the evidence presented, the University of Texas - Permian Basin is not in compliance with TAC §227 - Admission Criteria.

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

FINDINGS:

- UTPB is approved to offer teacher certification in twenty-six (26) fields, three (3) supplemental, and six (6) professional certificates.
- In reviewing the content and Pedagogy and Professional Responsibilities (PPR) curriculum in the syllabi provided by UT @ PB, it could not be verified that the educator standards were the curricular basis for instruction as required by TAC §228.30(a).

- The content and Pedagogy and Professional curriculum which was provided by in the form of syllabi by UT @ PB had limited documentation that the relevant Texas Essential Knowledge and Skills (TEKS) are addressed as required by TAC §228.30(a).
- Instruction on the teacher standards was noted in the coursework but had limited instruction on data-driven practices as prescribed TAC §228.30(b).
- Sufficient evidence was presented to verify that all candidates received instruction in reading (EDOC 432.501; EDUC 4327.501, EDUC 4311), dyslexia (EDUC 4327 and EDUC 4326), and mental and emotional health (EDUC 4321 and EDUC 4322).
- Structured assessments of skills were limited or missing from curriculum, thus not assessing the progress of candidates' skills acquisition through the program. The majority of the assessments were knowledge-based assessments.

Compliance Issues:

- Identify the educator standards addressed in the curriculum and verify that all educator standards are taught per content and PPR, thus making it the basis of the program curriculum.
- Document how relevant TEKS taught in curriculum per content area or relevant in the PPR curriculum.
- Create assessments that assure mastery of skills development required by the candidate to be successful in the classroom.

Recommendations:

- Increase the number of lesson plans required to be created, critiqued, or expanded by the candidates in every course to mirror the expectations for practicing classroom teachers to plan, instruct, and assess instruction. Provide an instructional scenario and have the candidate plan the lesson to adapt to several variables (learning style, differentiation, etc.) Provide a completed lesson plan and have the candidates modify it according to several variables. Also, have candidates complete a series of interrelated lessons into a unit of instruction to develop the skill of building on knowledge.
- Review and restructure the format of classes to reflect requirements of TAC §228.30(b). Coursework and training should be sustained, rigorous, interactive, student-focused, and performance-based.
- Provide more differentiating instruction strategies in special populations' coursework (Gifted and Talented and Limited English Proficiency identified in mentor questionnaires).
- Ensure assessments reflect mastery of the performance standards (what the teacher can do) of the educator standards.
- Develop a module which deals with data management and interpretation to address the learning needs of students.

- Utilize the TEA developed training for meeting “Teachers’ Responsibilities for the STAAR test administration at <http://texas.testsecuritytraining.com/TestAdministratorTraining.aspx>. It may be used for a whole group or individually. A certificate can be printed upon completion and counted toward the required 300 clock hours. This is the same training that teachers must complete prior to STAAR testing.
- Utilize the dyslexia information found on the TEA website at <http://www.tea.state.tx.us/index2.aspx?id=4434> or at <http://www.region10.org/dyslexia/>
- Provide mental and emotional health training provided by:
 - 1) the local mental health unit and arrange for them to deliver Mental Health First Aide Training (Face-to-Face – 8 hours – free) in addition to the Region IV Education Service Center Texas Behavior Support Initiative (#1098115) (on-line 3 hours – free) = total of 11 clock hours with documentation can be credited toward the total 300 clock hours.
 - a. OR
 - 2) Utilize At-Risk Kognito (online – one hour) <https://highschool.kognito.com/texas/> and the Region IV Education Service Center Texas Behavior Support Initiative (on-line 3 hours) (1098115) https://www.escweb.net/tx_esc_04/catalog/session.aspx?&session_id=1098115 – Four hours with documentation may be counted toward the 300 clock hours.
 - 3) You may use any resources from any other mental health organization that you feel addresses the requirements of the law.
- Utilize the ethics training and the assessment of the training found at <https://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC> or use the information below.

A breakdown of the [ethics training](#) (outside source) is available.

The training is located on our TEA YouTube channel, and a playlist called "Texas Education Agency Teacher Ethics Training" is available to stream the ten video segments. Assessment for the training is available [here](#), and while it is not required, it is recommended.

Module 1 (3 video segments) - Boundaries, approximately 25 minutes in length

Module 2 (2 video segments) - Social Media, approximately 10 minutes in length

Module 3 (3 video segments) - Anger Management, approximately 10 minutes in length

Module 4 (2 video segments) - Behavior off Campus, approximately 10 minutes in length

The purpose of this training is to make teachers aware of their actions and hold them accountable for their behavior. Organizations are encouraged to keep a record signed by the educator that they have been trained on ethics. We also encourage teachers and education organizations to revisit ethics regularly to ensure that educators know and understand the district procedures in case an issue ever arises.

Based on the evidence presented, the University of Texas - Permian Basin is not in compliance with the Texas Administrative Code Section §228.30 – Educator Preparation Curriculum.

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

FINDINGS:

- The majority of the University of Texas - Permian Basin curriculum is delivered in a face-to-face format supplemented with some videos.
- The total hours of training provided by UTPB are 700+ clock hours; the volume of hours varies among certification fields but all meet the minimum required 300 clock hours [TAC§228.35(a)(3)].
- Thirty clock hours of field-based experience (FBE) are required by the program, but the variety of educational settings was very limited. Additionally, there were no logs to document the 15 clock hours of interactive experience directly with students as required by rule. The FBE component of training does not meet the requirements per TAC §228.35(d).
- Per TAC §228.35(d)(2)(C), an internship of 180 school days or an academic year is required for candidates. In addition, according to TAC §228.35(d)(2)(C), the intern is issued the appropriate probationary certificate and is classified as “teacher” of record on the campus PEIMS data. This was verified by a review of the candidates’ records.
- The candidates that enter clinical teaching must complete fourteen (14) weeks in the assignment. In a review of the candidate records, all candidate assignments matched the certification field for which the individual was accepted into the program and trained.
- According to TAC §228.35(e), UTPB could not document mentors training that is scientifically-based or verifies that training has been provided by a school district or education service center. The program does not meet the requirements of mentor training.

- Supervision of each candidate must be conducted with the structured guidance and regular ongoing support of experienced educators who were trained as field supervisors which meets TAC§228.35(f) and TAC§228.2(10). Training of the field supervisors could not be verified.
- Initial contact by the field supervisor was not verified within the first three weeks of the assignment as required by TAC §228.35(f). Inconsistent evidence found in the candidates' records noted limited documentation of the first meeting involving the mentor, field supervisor, and candidate. Furthermore, the candidate records lacked a start date to identify the first day in the classroom with students to begin the three-week count.
- Three observations conducted by UTPB meets standards outlined in TAC §228.35(f)(3). Evidence of three observations was found in the candidates' records.
- The observations [TAC §228.35(f)(4)] did not always reflect a minimum of 45 minutes in duration with a documented start and stop time on each observation form. Eighteen of the observation forms were missing the start and stop time to verify the required 45 minutes of observation.
- The first observation is supposed to be conducted within the first six weeks of internship or clinical teaching experience. However, the lack of a start date in the candidate's folder or on the observation form prohibited the ability to track the six weeks' timeline TAC§228.35(f) (2).
- The field supervisor did not document instructional practices observed on the observation form, but rather made general comments and recommendations. Discussions centered on changing the observation instrument to capture the instructional practices and to train field supervisors to script the lesson.
- Verification by the candidate's signature on the observation form was provided that documented an interactive conference with the candidates was provided which is required by TAC§228.35(f).
- The program could not provide documentation of providing a copy of the written feedback to the candidate's campus administrator as required by TAC§228.35(f).

Compliance Issues:

- Require candidates to keep a FBE log listing the required 30 hours of FBEs (date, campus, grade level, subject, and signature of observed teacher) and identify the interactive component (15 clock hours) for candidates in the field-based experience in accordance to TAC §228.35(d). Retain the FBE logs in the candidates' records for audit purposes.
- Document the first contact with candidates either on an observation form or in the field supervisor's log within the first 3 weeks of the placement. Identify the start date and method of contact with signatures or email delivery/read receipt. Retain for audit purposes.

- Document by signature training of the mentor/cooperating teachers. Retain for audit purposes.
- Document by signature training of the field supervisors. Retain for audit purposes.
- Document that the campus administrator has received observation feedback by signing off on the observation form or email “read receipt”. Retain for audit purposes.
- Redesign the observation instrument to document start and stop time, instructional practices observed and the interactive conference following the observation. Verify by signature of candidate and field supervisor. Retain for audit purposes.

Recommendations:

- Provide mentor teachers continuing professional education credit (CPE) for assisting a beginning teacher. (45 clock hours)

Based on the evidence presented the University of Texas - Permian Basin is not in compliance with Texas Administrative Code Section §228.35 – PROGRAM DELIVERY AND ON-GOING SUPPORT.

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

FINDINGS:

- UTPB has benchmarks that document a candidate’s progress through the program as prescribed by TAC §228.40(a). A degree plan was found in the candidates’ records.
- Documentation was found in the candidates’ folder that UT@PB’s criteria were met in order for the candidates to test [TAC §228.40(b)]. This criterion is a pre-test with an acceptable score and successful progress in university coursework.
- Candidates are fully enrolled in the EPP prior to recommending for PPR (Pedagogy and Professional Responsibility) testing. This was verified by an application and coursework noted on transcripts.
- UTPB has many methods, both internal and external, to evaluate the program per TAC §228.40(c). These methods include TExES test scores (monthly), candidate and school district evaluations (end of each semester), number of candidates hired (end of semester and months following graduation), school district feedback (annually), and an NCATE review (every five years).

Compliance Issues:

No compliance issues were noted

Recommendations:

- Consider utilizing the T-CERT test preparation materials to determine the readiness of each candidate to take the appropriate TExES exam and maintain the certificate of completion in the candidate's record. The T-CERT address is <https://pact.tarleton.edu/TCERT> and for questions email weiss@Tarleton.edu. The hours awarded for the training cannot count toward the 300 clock hours.
- Collect more external data to use in the overall program evaluation such as surveys from principals, mentors, cooperating teachers/mentors, former candidates, etc.

Based on the evidence presented, the University of Texas – Permian Basin is in compliance with Texas Administrative Code §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

COMPONENT VI: Professional Conduct (TAC) §228.50

Findings:

- UTPB presented evidence that instructors, staff, and field supervisors indicate by signature that they have read, understand, and will abide by Chapter 247 of this title (relating to Educators' Code of Ethics). Signed affirmations were available for review.
- UTPB presented evidence that candidates indicate by signature that they have read, understand, and will abide by Chapter 247 of this title (relating to Educators' Code of Ethics). Signed affirmations were available for review in the candidate folders.
- **Compliance Issues:**
No compliance issues were noted

Based on the evidence presented, the University of Texas - Permian Basin is in compliance with Texas Administrative Code §228.50 –Professional Conduct.

COMPONENT VII: Rules for Probationary Certificates TAC §230.37

Findings:

- All candidates choosing an internship were on probationary certificate as verified by ASEP data and program records.
- The probationary certificates matched the content field and grade level of the certification sought by the candidate.
- Candidates have demonstrated content knowledge prior to entering the teaching position (internship) by either the appropriate content test or transcripts documenting 24 semester credit hours in their content field, with 12 hours of upper-division coursework.

Compliance Issues:

No compliance issues were noted

Based on the evidence presented, the University of Texas - Permian Basin is in compliance with Texas Administrative Code §230.37 – Probationary Certificates.

Standard Recommendations:

- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in webinars provided by the Division of Educator Certification & Standards to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program for information on current requirements in TAC for Governance; Admissions; Curriculum; Program Delivery & On-Going Support; and Program Evaluation (TAC § 227-229);
- Ensure that TEA staff is notified in changes in staff and provide contact information by sending an email to the program specialist assigned