



Compliance Audit Report 2011-2012 Texas Woman's University

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

Contact Information: Dr. Nan Restine

County/District Number: 061-502

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Program Specialists, Ms. Vanessa Alba and Mr. Mixon Henry, conducted a Texas Education Agency (TEA) Compliance Audit of Texas Woman's University's traditional initial teacher certification program on December 12-14, 2011. The following are findings and recommendations for program improvement.

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency (TEA) on November 7, 2011. An onsite review of documents, candidate records, course materials, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Texas Woman's University (TWU) program stakeholders by TEA staff. Fourteen (14) out of thirty (30) advisory committee member, forty-four (44) out of seventy (70) student teachers, twenty-four (24) out of twenty-six (26) field supervisors, forty-nine (49) out of seventy-nine (79) principals, and sixty (60) out of one hundred fourteen (114) cooperating teachers responded. Qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric correlated to TAC.

Opening and Closing Session:

The opening session on December 13, 2011, was attended by twenty-one (21) people, including Dr. Nan Restine, Dean of the College of Professional Education. The closing session on December 14, 2011, was attended by twenty-three (23) people.

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

FINDINGS:

Program support was indicated by the governing body of Texas Woman's University per TAC §228.20(c) as evidenced by the participation of Dr. Nan Restine, Dean of the College of Professional Education, in various aspects of the compliance audit.

The advisory committee referred to as the Professional Education Council (PEC) consists of thirty (30) members. One (1) member is from a local school district, one (1) is from an education service center, and twenty-six (26) are from higher education and two (2) members represent community/business interests. Texas Woman's University meets TAC §228.20(b) requirements for advisory committee composition.

The advisory committee or PEC meets monthly during the academic year with the first meeting of this academic year held on September 23, 2011. Twenty-three (23) members attended this meeting which addressed the following: future monthly meetings dates, an evaluation process called *Center for Research, Evaluation and Advancement of Teacher Education (CREATE)*, and requirements for post-baccalaureate programs (admissions, progression, and clinical teaching). There were eight meetings held during 2011, with attendance ranging from thirteen (13) to twenty-three (23). Agendas were available for all meetings noting discussion of test preparation, the observation instrument, field experience and practicum, candidate absences, teaching with technology, program and curriculum evaluation. One hundred percent (100%) of the advisory committee members indicated that they met a minimum of two times per academic year. Texas Woman's University meets the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

The advisory committee members reported in their questionnaire responses that they assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program. Ninety-one percent (91%) indicated input into program design and curriculum. One hundred percent indicated input into policy and decision making. Eighty-two percent (82%) indicated input on field-based experience.

Based on the evidence presented, Texas Woman's University is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

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

FINDINGS:

Texas Woman's University traditional initial teacher program requires the following admission criteria:

(All criteria required before taking EDUC 3003/3482)

- Completion of EDUC 2003 (C or better);
- Cumulative GPA of 2.75 on all coursework, which is higher than the requirement of TAC §227.10(A);
- TASP/THEA Scores: Reading 260, Math 240, Writing 240 OR
Accuplacer Scores: Reading 80, Math 65, Writing 82/6 OR
ACT Scores: Verbal 19, Math 19, Composite 23; OR
SAT Scores: Verbal 500, Math 500, Composite 1070
(ACT and SAT scores cannot be more than five years old), which demonstrates mastery of basic skills proficiency in accordance with TAC §227.10(4);
- Successful completion of SPCH 1013 or other course approved to meet oral communication competency meeting the requirement of TAC §227.10(6);
- Participate in a pre-admission interview with assigned faculty advisor;
- Submit an application for admission to the Teacher Education Program, including a signed Commitment Contract acknowledging understanding of the professional dispositions policy, as in compliance with TAC §227.10(6).

Requirements for additional certification areas beyond the Generalist EC-6 certification are as follows in keeping with TAC §227.10(7): i.e. Special Education, Bilingual, and English as a Second Language (ESL):

- No grade below a C will be accepted for course work completed in the major or minor;
- A minimum of 25% of credit hours and at least one-half of upper-level courses in the major and one-half of upper-level course in the minor must be completed at TWU;
- Submission of a degree plan worksheet for successful completion of EDUC 3003.

No out-of-country candidates are in the program at this time. However, policies are in place to address admission of out-of-country candidates should the need arise. In reviewing ten (10) candidates' records, it was found that all requirements were present as verification of adherence to admission criteria. It was noted that no candidates were admitted with a grade point average of less than 2.75 as required by TWU.

The self-report submitted by TWU stated that information about admission criteria and their program is available through the TWU website and in TWU catalogs [TAC §227.10(7)].

Based on the evidence presented, Texas Woman's University is in compliance with TAC §227 - Admission Criteria.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30 – Educator Preparation Curriculum

FINDINGS:

Texas Woman's University is approved to offer teacher certification in thirty-four (34) fields and eight (8) classes. For the purpose of this compliance audit, the traditional Generalist EC-6 certification area was selected as the field for in-depth review.

Qualifications necessary to be selected as a course instructor require a graduate degree or doctorate and teaching experience in a public school or university. Instructor's credentials were presented for review and criterion for selection was verified. It was verified that the instructors have the appropriate background and experience to provide instruction in this certification area.

In reviewing the Generalist EC-6 curriculum syllabi and alignment charts, it was found that the educator standards were the curricular basis for instruction as required by TAC §228.30(a). It was also noted that the curriculum provided evidence that it addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). The seventeen (17) subject matter topics were included in the coursework as prescribed by TAC §228.30(b). Six hours of test preparation were provided for candidates prior to TExES testing as per TAC §228.30(b)(17) and TAC §228.35(a)(3)(C). Test preparation consists of a minimum of ten (10) clock hours which incorporates modules with videos and a pre-test. TWU staff reviews the results of the pretests and identifies competences that need remediation.

Student teachers were asked to respond to a series of questions on an electronic questionnaire in order to verify aspects of the curriculum, its delivery, and its effectiveness. Seventy (70) questionnaires were sent out to student teachers with forty-four (44) responding. Student teachers felt that the university was doing an excellent job in preparing them in the areas of the code of ethics, developing lesson plans, using TEKS in the content areas, and providing models and methodology for classroom management. Candidates indicated that they would like more emphasis placed on conducting parent conferences, curriculum development, reading strategies across the curriculum, and strategies for teaching gifted and talented students. Ninety-seven percent (97%) of the student teachers indicated that they would recommend the Texas Woman's University teacher preparation program to others.

One hundred fourteen (114) questionnaires were sent to cooperation teachers with sixty (60) responding. Cooperating teachers expressed that they felt the student teachers were well prepared in understanding the Texas Code of Ethics, child/adolescent development, Texas Essential Knowledge and Skills (TEKS) in the content areas, and in developing lessons. They also indicated that the student teachers would benefit from more emphasis on administering TAKS (STAAR), using formative assessments to diagnose student learning needs, and in using strategies for instructing students who have been identified as gifted/talented and limited English proficient.

Forty-nine (49) of seventy-nine (79) principal responded to questionnaires. Principals reported that they felt the candidates were well prepared in classroom management, communicating clear expectations to students and in the use of technology to support and extend student learning. However, they expressed that the candidates would benefit from more emphasis in working with students with limited English proficiency and other special populations.

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

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

FINDINGS:

Currently, the Texas Woman's University's initial teacher preparation program is delivered in a face-to-face format. The total program consists of between 2160 to 2835 clock hours depending if it is elementary certification with an interdisciplinary major, secondary certification, or all level certification. Six hundred thirty (630) clock hours are required for candidates with education minors. This meets the requirements set forth in TAC §228.25(a)(3). Evidence was found in the self-report and in the degree plans included in the Teacher Education Handbook.

Completion of 60 to 90 clock hours of field-based experience, depending on whether you were enrolled in the elementary/middle, secondary or all level program, was verified prior to student teaching as required by TAC §228.35 (d)(3)(A). The field-based observations are conducted in association with specific courses. Each course specifies the number of hours required to successfully complete the course. Evidence was found in the instructors' syllabi and records in the form of a field-experience log kept by each instructor per course. Completion of all course work is required prior to student teaching. This was verified by review of the degree plans presented [TAC §228.35(a)].

Texas Woman's University student teaching [TAC §228.35(d)(2)(A)] consists of fourteen weeks and is divided into two seven week sessions in order to provide experience in more than one grade level. Evidence in the form of student teacher placement information verified that student teaching took place in an actual school setting rather than a distance learning lab or virtual school setting as prescribed by TAC §228.35(d)(2)(C)(ii).

According to TAC §228.35(e), Texas Woman's University is responsible for providing cooperating teachers training that is scientifically-based or verifying that training has been provided by the school district. TWU provides an online training program, "Guiding the Beginning Teacher," for the cooperating teacher and follows up with a meeting between the field supervisor and the cooperating teacher. During the meeting, the field supervisor reviews the handbook, shares responsibilities of the student teacher, field supervisor and cooperating teacher, discusses the observation forms, and other pertinent information necessary for a successful student teaching experience. TWU produced evidence of online training materials and attendance documentation. Additionally the field supervisor's log documented the follow-up meeting with the cooperating teacher.

TAC §228.35(f) states that supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Twenty-seven (27) individuals were identified by TWU as field supervisors for the 2011-2012 student teaching session. All field supervisors were verified as having teaching certification. Training was provided to the field supervisors on August 19, 2011. TWU produced evidence of a field work handbook in addition to agendas, training materials, and sign in sheets.

In addition, since a new observation document has been developed, training was provided on the use of the new observation rubric.

Initial contact was made within the first three weeks of the student teaching assignment by the field supervisor as required by TAC §228.35(f). This was verified in a review of the candidate's files. Contact was made in a face-to-face meeting at the student teaching site and on the TWU campus.

A total of six observations, three more than required, were noted in candidate folders [TAC §228.35(f)(4)] and were verified as 45 minutes in duration [TAC §228.35(f)]. TAC §228.35(f) also states that the first observation must be conducted within the first six weeks of student teaching. In review of the candidate folders, evidence was located that the observations were conducted on the schedule prescribed. Texas Woman's University has adopted the use of a new observation instrument that will be used beginning spring 2012. The observation instrument is divided into the eight sections, and is a PDAS type model. The observation instrument requires the beginning or placement date for student teaching, the date of the observation, beginning time/ending time and comments and recommendations. The present observations instruments examined were signed by the student teacher.

TAC §228.35(f) requires that the field supervisor documents instructional practices observed and provides written feedback through an interactive conference with the candidates. Evidence was presented to support an interactive conference. This was found in the candidate folders.

It is also the responsibility of TWU to provide a copy of the written feedback to the candidate's campus administrator as required by TAC §228.35(f). Evidence was presented to support that the field supervisor had provided the feedback to the campus administrator. The observation form is a three part NCR form and one copy is designated for the campus administrator.

Additional informal observations and coaching were provided by the program as specified in TAC §228.35(f). Evidence was presented in the form of additional observation forms and emails.

Based on evidence presented, Texas Woman's University is in compliance with Texas Administrative Code Section §228.35 – PROGRAM DELIVERY AND ON-GOING SUPPORT.

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

FINDINGS:

Texas Woman's University has a candidate assessment and benchmarking process as prescribed by TAC §228.40(a). Evidence presented to support an assessment and benchmarking process was the structured degree plan found for each candidate. Candidates' progress toward standards and competencies is assessed through academic coursework and related program assessments.

Readiness for testing [TAC §228.40(b)] is determined by candidates taking a representative form of both the TExES PPR and content examinations. The candidates are provided with a breakdown of scores by each competency areas. Candidates scoring seventy-five (75) percent

or greater are given test approval. Those candidates scoring below seventy-five (75) percent have an individualized success plan detailing steps and resources necessary to gain the seventy-five (75) percent score. According to TAC §228.40(b), the program shall not grant test approval for the pedagogy and professional responsibilities test until the candidate has met all the requirements for admission to the program and has been fully accepted into the educator preparation program.

Evaluation of the program's design and delivery of the curriculum should be continuous per TAC §228.40(c). Information such as performance data, scientifically-based research practices, and the results of internal and external assessments should be included in the evaluation process. Texas Woman's University has gathered input, with indicator of success, in the following areas:

- Candidate Academic Achievement – TExES test scores
- Candidate Practicum Success – Candidate and school district surveys
- Candidate Satisfaction – Candidate feedback survey
- Candidate Employment Success – Number of candidates hired – CREATE data
- School District Satisfaction – School district surveys and questionnaires
- Curriculum Quality – Meets with SACS and TEA standards
- Quality of Curriculum Delivery – Candidate evaluations
- Fiscal Responsibility – annual budget allocations
- Field Supervision Quality – Candidate, school district, and field supervisor surveys
- Advisory Committee Quality – Advisory Committee surveys

This data is reviewed by the advisory committee in an annual meeting for input and to determine if changes need to be addressed. This was noted in agendas and minutes of the advisory committee meetings.

According to TAC §228.40(d), TWU retains documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion. This documentation is kept in locked offices in locked cabinets.

Based on evidence presented, Texas Woman's University 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

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics). At Texas Woman's University each student is taught the code of ethics in three PPR courses and

is provided a copy in the student teacher handbook. Each student teacher is required to sign an acknowledgment of reading and understanding the code of ethics. A copy of the acknowledgment was found in the candidates' records.

Senate Bill 174/Texas Administrative Code §229

Current Accreditation Status

Texas Woman's University is currently "Accredited".

Standard I: Results of Certification Exams

Pass Rate Performance:	2008-2009 Final 80% Standard	2009-2010 70% Standard	2010-2011 75% Pass Rate
Overall:	99%	97%	94%

Program Recommendations:

The following are recommendations based on the findings of the compliance audit. If the program is NOT in compliance with any identified component, please consult the TAC rules and correct the issue IMMEDIATELY. A Compliance Status Report will be required every sixty days until the compliance issues are totally corrected.

Program recommendations are suggestions for general program improvement and no follow up is required.

PROGRAM COMPLIANCE RECOMMENDATIONS:

None at this time.

GENERAL PROGRAM RECOMMENDATIONS:

Component I Recommendation:

- Consider expanding the depth of the advisory committee to include more school district personnel: principals, superintendents, and human resource directors, cooperating teachers and teaching candidates;
- Consider creative ways to conduct advisory committee meeting utilizing webinars, Skype or teleconferencing in order to involve more advisory committee members;
- Consider reducing the number of scheduled advisory committee meetings to once a quarter or less in order to encourage more advisory committee involvement.

Component IV Recommendation:

- Consider a method of streamlining the paper trail of candidate records from entry into the program until the point that the candidate becomes a finisher to allow an easier method of viewing and tracking the progress of the candidate.
- Stay current with TAC rules and State Board for Educator Certification policies.
- Continue to participate in webinars and meetings provided by TEA.