



Desk Audit Compliance Audit Report 2015-2016 Angelo State 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 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: 226-501

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Texas Education Agency Education Preparation Program Specialist, Vanessa Alba, conducted a compliance desk audit of Angelo State University Educator Preparation Program (EPP), located at ASU Station #10914, San Angelo, TX 76909, in December, 2015, as required by Texas Administrative Code (TAC) §228.10(c) and TAC §229.6(a) which states that educator preparation programs "shall be reviewed at least once every five years". The focus of the audit was the Traditional Undergraduate Program and the EC-6 curriculum. The program's accreditation status is "Accredited".

Scope of the Compliance Audit:

The scope of this audit is restricted solely to verifying compliance with Texas Administrative Code (TAC) §227, §228, §229, and §230 and Commissioner's Rules §149.

Data Analysis:

Information concerning compliance with TAC governing educator preparation programs was collected by various qualitative means. A self-report was submitted to TEA on November 16, 2015. A TEA review of documents, student records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, TEA sent electronic questionnaires to Angelo State University EPP stakeholders. A total of 130 out of 252 (52%) responded to the questionnaires as follows: 8 out of 19 (42%) advisory committee members; 16 out of 65

educator candidates (25%); 26 out of 42 (62%) principals; 66 out of 110 (60%) cooperating teachers/mentors; and 14 out of 16 (88%) field supervisors. 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 aligned to 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 correct the issue IMMEDIATELY. A “Compliance Plan” may be drafted to address compliance issues. A timeline for completion will be agreed upon between TEA and the program. Program “recommendations” are suggestions for general program improvement and no follow up is required. The following are the findings of the desk audit.

Ongoing Communication and Action Plan:

A communication between TEA program specialist and the Angelo State University EPP Dean and staff occurred via phone conference on January 8, 2016, to discuss findings and request additional information. A follow-up email with the Dean occurred on February 5, 2016.

A Compliance Plan was submitted and agreed upon on February 22, 2016, via email.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20

FINDINGS:

1. John Miazga, Ed.D., Dean, College of Education, provided support, participated in all aspects of the desk audit, and is accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification [TAC §228.20(c) and TAC §228.2(8)];
2. The advisory committee currently consists of 19 members representing four groups. Nine (9) members represent public/private schools; seven (7) members represent higher education, one (1) member represents an ESC, and two (2) members represent the business/community. A list of advisory committee members with original signatures on a sign-in sheets served as evidence that the advisory committee is a collaborative effort. Angelo State University EPP meets the minimum requirements in TAC §228.20(b) for advisory committee composition;
3. The minutes and agendas verified advisory committee meetings were held during the past three academic years. Meeting dates were verified as follows:
 - August 18, 2015 10 members present
 - April /23, 2015 11 members present
 - August 18, 2014 11 members present
 - July 24, 2012 13 members present
 - February 28, 2012 12 members present
 - July 19, 2011 12 members present

- While the Advisory Committee has met six (6) times as follows: twice in 2014-2015, once in 2013-2014; twice in 2011-2012, and once in 2010-2011, because it did not meet twice per academic year (September 1-August 31,) Angelo State University EPP does not meet TAC §228.20(b) minimum requirements for advisory committee meetings twice during each academic year (September 1-August 31);
- 4. Agendas and minutes indicate that the members assist in the design, delivery, evaluation, and major policy decisions of the EPP and meet the minimum requirements of TAC §228.20(b) and TAC §228.1(a); and
- 5. As noted in the Advisory Committee minutes and agendas, evidence was limited that the advisory committee members understand their roles and responsibilities. There was only one advisory committee training held on August 18, 2014. The TEA Advisory Committee Training PowerPoint was utilized to train members. Angelo State University EPP did not meet minimum requirements of yearly Advisory Committee training per TAC §228.20(b).

Based on the evidence presented, Angelo State University Educator Preparation Program (EPP) is not in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

Compliance Issues to be addressed:

- Provide training on the advisory committee’s roles and responsibilities [TAC §228.20(b)]; and
- Require the advisory committee to meet twice during each academic year (September 1-August 31) [TAC §228.20(b)].

Recommendations:

- Utilize the TEA Advisory Committee Training PPT to train members in their roles and responsibilities. This can be emailed to members with a read receipt to serve as documentation that members have been trained annually;
- Consider conducting the meetings via SKYPE or other electronic communication;
- Rotate the terms of the advisory committee members to bring fresh ideas and insights to the group; and
- Provide an incentive to the members of the advisory committee for their involvement and assistance with the Angelo State University Educator Preparation Program (EPP) by providing Continuing Professional Education (CPE) credit to members who need to earn hours for the renewal of their Texas certificates.

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

FINDINGS:

1. Angelo State University EPP admission requirements as identified on the website and in the self-report require the applicant to:
 - A. Have a minimum 2.5 GPA or at least a 2.5 in the last 60 semester credit hours [TAC §227.10(a)(3)(A)];

- B. Successfully complete a Pre-Admission Content Test (PACT) required of Post baccalaureate applicants [TAC §227.10(a)(4) and TAC §227.1(a)];
 - C. Demonstrate basic skills in reading, written communication and mathematics as demonstrated by a satisfactory scores on the Texas Higher Education Assessment (THEA) or through an approved exemption [TAC §227.10(a)(5) and TAC §230.37(a)];
 - D. Out-of-country applicants must demonstrate oral communication skills as listed in TAC §230.11(b)(5) by completing the TOEFL examination with an oral speaking score of 26 and completing a foreign transcript evaluation by a TEA approved evaluation service [TAC §227.10(a)(6)];
 - E. Submit an application [TAC §227.10(a)(6)];
 - F. Complete an interview [TAC §227.10(a)(6)];
 - G. Earn a grade of C or better in designated reading, math, writing, and oral communications coursework [TAC §227.10(a)(7)];
 - H. Receive a formal letter of admission and accept the invitation in writing [TAC §227.17(a)]
2. Twenty (20) candidate records were requested to verify that admission requirements are followed. Eleven candidate records were applicants admitted prior to 2013 and did not reflect an interview with rubric. The rest of the candidates had the required interview and evaluative documentation (rubric). The interview process appears to be stable and will continue to be utilized and documented in the future applicants records.
 3. Transcripts for each of the twenty (20) candidates reviewed verified that all were enrolled as either an undergraduate or post-baccalaureate student at Angelo State University in the College of Education [TAC §227.10(a)(1), TAC §227.5(2) and TAC §230.11];
 4. Transcripts for twenty (20) candidates were provided to verify a GPA range of 2.53-4.0 at the time of admission [TAC §227.10(a)(3)(A)];
 5. Review of twenty (20) candidate files documented that candidates met the basic skills requirement in reading, written communication and mathematics as verified on transcripts by SAT, TAAS, ACT, TAKS, or THEA [TAC §227.10(a)(5) and TAC §230.37(A)];
 6. Five (5) out of twenty (20) candidates were admitted based on passing a Pre-Admission Content Test (PACT) [TAC 227.1(a); TAC §227.10(a)(4)];
 7. Transcripts of the remaining 15 candidates admitted reflected a minimum of 12 semester credit hours in the subject-specific content area for which certification is sought or 15 semester credit hours in math or science if seeking certification in grades 7-12 [TAC §227.10(a)(4)(A-B)];
 8. There were no out-of-country candidates admitted during the 2014-2015 academic year. The program does require the following from out-of-country applicants: a TOEFL score; a bachelor's degree from an accredited US school or a degree from outside of the US where the primary language instruction is English; and a transcript evaluation from an

approved TEA vendor. The program met the requirement as prescribed [TAC §227.10(a)(5); TAC §227.10(e); TAC §230.11(b)(5)];

9. All of the applicant records reviewed contained a completed signed and dated electronic application (20 files reviewed) [TAC §227.10(a)(6)];
10. It was verified that applicants are required to participated in an interview. Documents were provided as evidence of the interview scored with a rubric. Because the actual interview documentatation was not provided for each candidate (9 out of 20 files reviewed contained interview documentation), the program did not meet the interview requirement [TAC §227.10(a)(6)];
11. A grade of C or better is required in designated reading, math, writing and oral communications courses. All files contained evidence that the required course requirements were met [TAC §227.10(a)(7)];
12. The admissions requirements are published on the Angelo State University website [TAC §227.10(a)(7)];
13. The program self-reported 15 candidates admitted who met the exception to the minimum GPA requirement. Of 1047 candidates admitted, 104 were required to meet the 10% exception rule. TEA reviewed documentation signed by the program director noting the reason for acceptance for each candidate reviewed [TAC §227.10(a)(3)(B)]; and
14. It was verified that student records (20 files reviewed) that evidence a candidate's eligibility for admission to the program and evidence completion of all program requirements are kept for a period of five years. Those records are kept in electronic format [TAC 228.40(d)].

Based on the evidence presented, Angelo State University EPP is not in compliance with TAC §227.10 - Admission Criteria.

Compliance Issues to be addressed:

- None

General Recommendations:

- Consider requiring more than one interviewer in each interview to ensure that bias is eliminated. Three people is the recommended number to participate in the interview in case there is a question as to whether the applicant meets admission requirements, third person can serve as tie-breaker.

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

FINDINGS:

1. The curricular scope of the desk audit focused on the EC-6 certification field content;
2. The program was advised about new requirements in Texas Education Code (TEC) §21.044(e) regarding the following:

- Consistent and accurate information provided to all educator candidates on the high expectations in the state;
 - Consistent and accurate information provided to all enrolled educator candidates on the responsibilities that educators are required to accept;
 - Consistent and accurate information provided to all applicants and enrolled candidates on the skills that educators are required to possess; and
 - Consistent and accurate information provided to all enrolled candidates concerning the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H; and
 - Consistent and accurate information provided to all enrolled candidates on the importance of building strong classroom management skills;
3. The EC-6 alignment chart, PPR EC-12 alignment chart, Tech Apps Alignment Chart, syllabi and course outlines were provided. However, it was noted that the syllabi presented for review are aligned with standards/domains/competencies (test prep) and InTASC Standards. The program did not meet the requirements that the educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation [TAC §228.30(a)];
 4. A TEKS correlation alignment chart along with the program syllabi, lesson plans, and focused field-based experiences served as evidence that the relevant Texas Essential Knowledge and Skills (TEKS) are taught to all candidates. It was also noted that TEKS are specifically addressed in coursework by content area. The specific courses reviewed were ECH 4350, ED 4314 Science TEKS, ED 4309 Math TEKS, ED 2302, ED2302.020, and ED 2302.010 [TAC §228.30 (a)];
 5. Syllabi detailing the assessments used in each course were provided. Specific evidence, in the form of a transcript for each candidate, documented that each candidate had met the requirement of structured assessments throughout the EPP as prescribed [TAC §228.40(a)];
 6. A review of course outlines, activities and assessments provided evidence that the curriculum for each educator preparation program relies on scientifically based research to ensure teacher effectiveness. Specific courses where evidence was noted included ECH 4350, ED 4311 Social Studies Instructional Strategies, ED 4309 Math Elementary and Middle School, ED 2302, ED 2302.020, and ED 2302.020 [TAC §228.30(b)];
 7. Coursework and training should be sustained, rigorous, interactive, student-focused, and performance-based and professional development should be sustained, intensive, and classroom focused. The quality indicators were evident in the syllabi and coursework. Coursework exhibits the quality standards and will be further elaborated throughout the remainder of Component 3 The coursework and training meets requirements as prescribed [TAC §228.30(b) and TAC §228.35(a)(2)]:
 - It was noted that reading instruction was taught in Reading 4301/4303/2306. Reading 3332 included Reading in the Content Areas. The five components of reading, literacy across the curriculum, culturally responsive teaching in diverse classrooms (bilingual/ESL), student assessment, and 5 E lesson planning were also provided as evidence of compliance that all five components of reading (phonemic

awareness, phonics, fluency, vocabulary, and comprehension) are taught within the specific reading courses [TAC §228.30(b)(1)];

- The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) is provided in the student handbook. There was evidence of a handbook provided to candidates with read receipt required. The Code of Ethics is specifically taught in ED 4975 and ED 2302.020. The program meets the requirement as prescribed [TAC §228.30(b)(2)];
- The skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards) [TAC 228.30(3)] which include:
 - 1) Instructional planning and delivery is addressed in the following coursework: ED 4975, ED 4314, ED 4311, ED 4309, ED 2302, ED 2302.020, ED 2302.010, and RDG 3332. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(A)];
 - 2) Knowledge of students and student learning are addressed in the following coursework: RDG 4301/4303, ED 4314, ED 4311, ED 4309, ED 2302, ED 2302.020, ED 2302.010, and RDG 3332. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(B)];
 - 3) Learning environment is addressed in the following coursework: ED 4314, ED 4311, ED 4309, ED 2302, ED 2302.020, ED 2302.010, and RDG 3322. Syllabi, alignment charts and a review of coursework served as evidence [TAC §228.30(b)(3)(D)];
 - 4) Data-driven practice is addressed in RDG 4301, ED 4303, and ED 4323. Additional submissions were provided for TEA review. While the program met the requirement as prescribed, the only issue is that data-driven practice is not explicitly stated as being taught within the syllabi provided [TAC §228.30(b)(3)(E)];
 - 5) Professional practices and responsibilities is addressed in RDG 4301/4303, ED 4315.010 which is taken concurrently with student teaching, ED 4314, ED 4311, ED 4309, ED 2302, ED 2302.020, ED 2302.010, and RDG 3332. Syllabi, alignment charts and a review of coursework served as evidence [TAC §228.30(b)(3)(F)];
- Instruction in detection and education of students with dyslexia as indicated in the Texas Education Code [TEC §21.044(b)] was provided to candidates in ED 4315.020. It is taught in an online course prior to application to clinical teaching [TAC §228.35(a)(4)]; and
- Instruction in detection and education of students with mental and emotional disorders, as indicated in the Texas Education Code [TEC] §21.044(c-1) and (c-2) was provided to candidates in 4315.020. It is taught in an online course prior to application to clinical teaching [TAC §228.35(a)(5)].

Educator candidates and mentor/cooperating teachers reported the following regarding instruction in their respective questionnaires:

Instruction Provided in the Following Areas:	Candidates Yes/No/Don't Know	Mentor/Cooperating Teachers Yes/No
Reading Instruction for all certification areas at all grade levels	81% / 13% / 6%	73% / 27%
Dyslexia Training	94% / 6% / 0%	
Child/Adolescent Development	88% / 6% / 6%	98% / 2%
Instructional Methods for Motivating Students	81% / 6% / 13%	86% / 14%
Theories of How People Learn	94% / 6% / 0%	89% / 11%
TEKS Organization, Structure, Skills	100% / 0% / 0%	92% / 8%
Utilizing TEKS in Content Areas	94% / 6% / 0%	85% / 15%
Teacher Responsibilities for Administering the STAAR or End of Course Exams	63% / 25% / 12%	67% / 33%
How to Develop a Lesson Plan	94% / 6% / 0%	95% / 5%
Process of Curriculum Development	75% / 13% / 13%	80% / 20%
How to Utilize A Variety of Classroom Assessments with Students	100% / 0% / 0%	77% / 23%
How to Use Formative Assessments to Diagnose Student Learning Needs	94% / 6% / 0%	72% / 28%
Models and Methodologies in Classroom Management Prior to Placement as a	81% / 13% / 6%	80% / 20%

Teaching Candidate		
Laws and Strategies Regarding Students with Special Needs	100% / 0% / 0%	77% / 24%
Teaching Strategies for Students Designated as GT	81% / 13% / 6%	67% / 33%
Standards and Teaching Strategies for Students with Limited English Proficiency	81% / 13% / 6%	70% / 30%
Conducting Parent Conferences	69% / 19% / 13%	66% / 34%
Variety of Instructional Strategies in Your Classroom	88% / 13% / 0%	94% / 6%
Differentiating or Changing Instruction to Meet Individual Student Needs	94% / 6% / 0%	
Characteristics and Identification of Students with Mental or Emotional Disorders	88% / 6% / 6%	

Based on evidence presented, Angelo State University Educator Preparation Program (EPP) is not in compliance with Texas Administrative Code Section §228.30.

Compliance Issues to be addressed:

- Require the educator standards to be the curricular basis for all coursework for educator preparation that leads to standard certification [TAC §228.30(a)].

Recommendations:

- Explicitly teach data-driven practice within coursework.

FINDINGS:

1. Angelo State University coursework and training ensures the educator is effective in the classroom. The program requires a total of 1716 clock-hours for elementary/middle school candidates or 1665 clock-hours for high school/all level candidates in the traditional undergraduate program. The program requires a total of 1845 clock hours of all candidates in the post baccalaureate program. A curriculum review, degree plans and course/module schedule revealed that the program has a total of 1620 total clock-hours in the Traditional undergraduate program and 1800 total clock-hours in the Post-Baccalaureate program prior to clinical teaching or internship [TAC §228.35(a)(1) and TAC §228.2(5)]. The total program hours and program hours prior to student teaching provided in the document review were verified in the degree plan and program hours chart;
2. Candidates are required to complete 96 clock-hours (ELEM/Middle), 45 clock-hours (High school/all-level) or 45 clock-hours (post-bac) of field-based experiences prior to clinical teaching. The program submitted a sample field-experience log for review. However, specific time logs signed by the observed teacher, reflections, or database documentation were not submitted for each candidate. It was noted that professors maintain the documentation for a period of one year. Because Angelo State University does not maintain the documentation and because it was not presented for review, the program did not meet the requirement as prescribed in TAC §228.35(a)(3), TAC §228.35(d)(1)(A-E), and TAC §228.2(9)].
3. The program requires all coursework and training to be completed prior to educator preparation program completion and standard certification. Evidence was found in the candidate records noting where each candidate was in the process of program completion. This included benchmarks, a review of the program's schedule of coursework, and database records. Degree plans and transcripts for each candidate reviewed were provided as evidence of compliance [TAC §228.35(a)(4)];
4. The program requires candidates to complete student teaching for a minimum of 12 weeks. The program actually requires a 14 week clinical teaching placement. Seventeen out of 20 candidate records were provided for review as evidence of compliance. The program requirements were noted in student handbooks, on the website, in student teaching placement lists with start and end dates noted, and in degree plans [TAC 228.35(d)(1); TAC §228.35(d)(2)(A); TAC §228.2(4)];
5. Documentation, in the form of candidate placement lists, was provided that student teaching occurred in an actual school setting (public elementary, middle or high schools) for the 17/20 candidate files reviewed [TAC §228.35(d)(2)(C)(ii)];
6. A candidate placement list with cooperating teacher assigned and start/end dates noted served as evidence that each candidate was assigned a cooperating teacher in an actual public/private school setting. The program met the requirement as prescribed in TAC §228.35(e) and TAC §228.2(6);

7. There was evidence provided that Angelo State University EPP provided mentor/cooperating teacher training. The email that was sent to each cooperating teacher noting the candidate assigned was provided for review. Additionally, the training material utilized by the program with mentor/cooperating teachers (handbook) was provided for review. Each cooperating teacher was required to submit to the program an application to serve as a cooperating teacher. Each application, the checklist with mentor/cooperating teacher requirements and a suggested schedule/calendar to follow was also presented for review as evidence of compliance [TAC §228.35(e)];
8. Angelo State University indicated that there are 16 field-supervisors. All hold an appropriate in-state or out-of-state teacher/mid-management certificate. The program provided a candidate placement list which verified which field supervisor was assigned to each candidate. The program also provided field supervisor logs as evidence of compliance. The program met the requirements for field supervisors [TAC §228.35(f)];
9. Field supervisor training was verified by original signature or email verification for Fall 2016. The documentation reflected that 16 field supervisors were trained. An email was sent to new and remote field supervisors. Training material (handbook) and training agendas with dates noted was also provided as evidence. The program met the field-supervisor training requirement as prescribed in TAC §228.35(f);
10. Angelo State University EPP provided evidence of initial contact by the field supervisors within the first three weeks of the candidate's assignment. First contact was made via email or telephone. The supervisor contact log and information in candidate records noted the start date of student teaching or internship. Documentation was provided for 17 out of 20 records reviewed. The program met the requirements of initial contact by the field-supervisor [TAC §228.35(f)];
11. Angelo State University requires four formal observations during the 12 week student teaching assignment. Field supervisor contact logs, database, and online records were provided as evidence. The program met the requirements of field-supervision [TAC §228.35(f)(4)];
12. The start and stop time on the observation form reflected that the observation was 45 minutes in length, conducted by the field supervisor, and was on the candidate's site in a face-to-face setting. The documentation reviewed included the field supervisor log noting start/stop time and database records [TAC §228.35(f)(1)];
13. According to the date on each candidate's observation form, the first observation occurred within the first 6 weeks of assignment for each candidate reviewed [TAC §228.35(f)(2)];
14. Each field supervisor documented instructional practices observed on the observation form and provided written feedback through an interactive conference with each candidate. The program provided a signed observation instrument, field supervisor log and database records for each candidate reviewed. The program met the requirements as prescribed in TAC §228.35(f);
15. Delivery of the candidate's observation to the campus administrator was provided by an email with read receipt. The program did meet the requirements for delivery to the campus administrator [TAC §228.35(f)];

16. The field supervisor logs provided evidence of additional support. Not all candidates had additional observations/coaching, but when they did, it was noted in the contact log and whether it was conducted face-to-face or via email/phone call. [TAC §228.35(f)];
17. It was noted that one candidate was in an out-of-country student teaching placement. That candidate was in a Department of Defense (DOD) school. All documents, including cooperating teacher assigned, cooperating teacher training, field supervisor assigned, field supervisor training, record of first contact and all observations, completed observations signed by candidate, field supervisor and campus principal, record of written feedback and interactive conference, were provided for review to ensure that the placement met the requirements for out-of-country placement as prescribed [TAC §228.35(d)(4)(D)]

Based on evidence presented, Angelo State University Educator Preparation Program (EPP) is not in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.

Compliance Issues to be addressed:

- The program must maintain evidence of completion of 30 clock-hours of field-based experiences as prescribed for each candidate prior to student teaching or internship. Documentation should be retained in each candidate's file for audit purposes. [TAC §228.35(a)(3); TAC §228.35(d)(1)];
- Require and document that ongoing and relevant field-based experiences are conducted in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning [TAC §228.35(d)]; and
- The candidates must identify by activity the 15 hours of interactions with students in their FBE log. Also, require the program to maintain the reflections of the observations with the candidate log. Retain documentation in the candidate's file for audit purposes [TAC §228.35(d)(1)(A-E)].

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40

FINDINGS:

1. Angelo State University EPP has established benchmarks to ensure that candidates are prepared to receive standard certification [TAC §228.40(a)]. Documentation detailing the benchmark activity, timeline, and person responsible and the candidate record showing progression through the program was evident in the candidate files reviewed;
2. Readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities was explained in the policies and procedures in the student handbook. The candidates' records showed when they had met the criteria by date. Angelo State University met the requirement of determining each candidate's readiness to test [TAC §228.40(b); TAC §230.21(c)];

3. The program provided evidence that it did not grant test approval for the pedagogy and professional responsibilities assessment until a candidate met all of the requirements for admission to the program and been fully accepted into the educator preparation program. Each candidate record reviewed contained a dated letter of admission signed by the candidate and a record noting the date test approval was given. [TAC §228.40(b)]; and
4. The program continuously evaluates the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments [TAC §228.40(c)]. The evidence provided included documentation detailing the evaluation activity, timeline, and person responsible. The documentation was signed by the director and an advisory committee member.

Based on evidence presented, Angelo State University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates of Candidates for Certification and Program Improvement.

COMPONENT VI: Professional Conduct (TAC) §228.50

Findings:

1. 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). Angelo State University EPP provided signed documents from 29 faculty members affirming that they had read, understood, and will abide by the Code of Ethics; and
2. Angelo State University EPP provided signed documents for 17 out of 20 candidates stating that they had read, understood, and will abide by the Code of Ethics and Dispositions to Teach.

Based on evidence presented, Angelo State University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §228.50(a) regarding Professional Conduct.

COMPONENT VII: Complaints and Investigations Procedures (TAC) §228.70

1. The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff. Angelo State University has a complaint policy on file with TEA and the policy is posted on the program's website. The program met the requirements as prescribed [TAC 228.70(b)(1)].

2. The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with subsection (c)(1) of this section. The program provided evidence that the required documentation is posted in a conspicuous location and meets the requirement as prescribed [TAC 228.70(b)(2) and TAC 228.70(b)(3)].
3. Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with subsection (c)(1) of this section. The program has a system set up to ensure that written information is available [TAC §228.70(b)(4)].

Based on evidence presented, Angelo State University Educator Preparation Program (EPP) is in compliance with Texas Administrative Code §227.70 regarding Complaints and Investigations Procedures.

COMPONENT VIII: Rules for Issuing Certificates (TAC) §230.37

Findings:

1. Angelo State University had one candidate that was placed on a probationary certificate. That candidate was in a middle school setting.
2. TEA record of the probationary certificate verified that the candidate was on a probationary certificate during internship. The program met the requirement as prescribed [TAC §230.37(a)(2)];
3. The candidate was in an appropriate placement in the subject area and at the grade level of certification sought (middle school setting) and met the requirement as prescribed [TAC §230.37(b)(3)(B)]; and
4. Because the candidate was a PACT candidate, he/she met the requirement by passing the appropriate content exam, which was noted in the Educator Certification Online System (ECOS) [TAC §230.37(e)(1)(B)(1)].

Recommendations:

- Ensure that each candidate on a probationary certificate meets all probationary certificate requirements such as 180 day probationary, mentor, field supervision, observations, etc.

Standard Recommendations for Angelo State University EPP:

- Align the verbiage of Angelo State University EPP to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, candidate, etc.);

- 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 Preparation 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; and
- Ensure TEA staff has the most current contact information by sending update emails to the assigned program specialist.