![TEA Texas Education Agency logo]

# Compliance Audit Report
# 2012-2013
# University of Texas at Arlington
# Traditional Teacher Certification Program

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.state.tx.us for details.

**Contact Information:** Dr. Jeanne Gerlach, Dean of the College of Education and Health Professions

**County/District Number:** 220503

**SBEC Approval Date:** 1963

Program Specialist, Mixon Henry, and Program Manager, Sandra Jo Nix, conducted a Texas Education Agency Compliance Audit of University of Texas at Arlington (UTA) traditional initial teacher certification program located at 511 Carlisle Hall Drive, Arlington, Texas 76019 on April 2-4, 2013. The focus of the compliance audit was the initial teacher certification program and the Generalist EC-6 certificate. The following are findings and recommendations for program improvement.

**SCOPE OF THE COMPLIANCE AUDIT:**

The scope of this audit was restricted solely to verifying compliance with Texas Administrative Code (TAC) §227, §228, §229, and §230.

**Data Analysis:**

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various quantitative and qualitative methodologies. A self-report was submitted to the Texas Education Agency on March 21, 2013. An on-site review of documents, student records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent by TEA to University of Texas at Arlington traditional certification program stakeholders. A total of two hundred one (201) responses out of the seven hundred and thirty-four (734) or 27.3% were

received as follows: Twenty-five (25) out of fifty-three (53) advisory committee members or 47%; fifty-nine (59) out of four hundred four (404) student teachers or 15%; six (6) out of six (6) field supervisors or 100%; eighteen (18) out of forty-one (41) campus principals or 44%; and ninety-three (93) out of two hundred three (203) cooperating teachers or 40%. Quantitative and 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.

**Opening and Closing Session:**

The opening session on April 2, 2013, was attended by fifteen (15) people. The noted members of the UT at Arlington program present included:

- Dr. Jeanne Gerlach, Dean of the School of Education;

- Dr. John Smith, Department Chair of Curriculum and Instruction;

- Dr. Denise Collins, Director, Office of Professional Development; and

- Ms. Patty Motlagh, Assistant Dean.

The closing session on April 4, 2013, was attended by six (6) people including Dr. Gerlach, Dr. Smith, Dr. Collins, and Ms. Motlagh.

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

## FINDINGS:

Program support was indicated by the governing body of University of Texas at Arlington traditional certification program per TAC §228.20(c) as evidenced by the participation and cooperation of Dr. Gerlach, Dr. Smith, Dr. Collins and Ms. Motlagh in all stages of the compliance audit.

According to the self-report, the advisory committee email list, and the original sign-in sheets provided in the document review, UTA used an academic committee called Teacher Education Council to serve as the advisory committee. The committee was comprised of fifty-two (52) members including the following: professors, assistant and associate deans, department chairs, deans, and university instructors. As of February 2013, additional membership was added to include: school district superintendents (2) and other school district personnel (2), an education service center representative (1), and a business/community representative (1). Their first meeting will be held on May 3, 2013. Though it is noted that additional membership was added, the representation did not meet the requirements of TAC §228.20(b). After the next advisory committee meeting in fall of 2013, the University of Texas at Arlington will then meet the requirements for the advisory committee composition.

Following are the dates of each Teacher Education Council or advisory committee meeting noting topics covered (all meetings had sign-in sheets, agendas, and minutes for verification):

February 19, 2013:
Teacher Education Council:
- Generalist EC-6 changes;
- Upcoming audit by TEA;
- Grade Point Average (GPA) changes from 2.75 to 3.0;
- Certification changes;
- Voting on Disposition changes; and
- NCATE updates.

October 16, 2012:
Teacher Education Council:
- NCATE update;
- TEA Flow chart;
- TEA audit; and
- Disposition update.

March 27, 2012:
Teacher Education Council:
- Uteach admissions criteria;
- Curriculum updates; and
- Disposition updates.

February 7, 2012:
Teacher Education Council:
- TEA updates;
- Curriculum items; and
- TK-20 information.

February 8, 2011:
Teacher Education Council:
- Curriculum discussions; and
- Information provided in university catalog.

November 2, 2010:
Teacher Education Council:
- Curriculum updates and discussions ;
- Certification updates; and
- Discussion about TK-20 information.

September 28, 2010:
Teacher Education Council:
- Curriculum update and discussion;
- Presentation of SB-174; and
- Presentation about CREATE.

The Texas Education Council met twice yearly, but not as an advisory committee as defined in TAC §228.20. So, the number of meetings met the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b), but not the composition of the advisory committee.

Agendas and minutes reflect that the university provided evidence of input on curriculum and program evaluation, but not on relevant field-based experiences as specified in TAC §228.35(d). As a result, UTA is not in compliance with TAC §228.35(d).

**Based on the evidence presented, the University of Texas at Arlington traditional teacher certification program 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:

According to the self-report submitted by the University of Texas at Arlington traditional teacher certification program staff and the UTA website, to be admitted to the teacher certification program, the candidate must have:

- A GPA of 2.75 and increasing to 3.0 in Fall of 2013 [TAC §227.10(a)(3)(A)];

- Completed a minimum of twelve (12) semester credit hours in a content field [TAC §227.10(C)];

- Demonstrated basic skills proficiency with THEA, TASP, or exceptions noted in Texas Success Initiative [TAC §227.10(4)];

- Demonstrated adequate oral communication skills [TAC §227.(a)(5) and TAC §230.413];

- Submitted an application [TAC §227.10(a)(6)];

- Participated in an interview or other screening instrument to determine the educator preparation candidate's appropriateness for the certification sought, coursework required with Foundations 3340; [TAC §227.10(a)(6)]; and

- Met any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(7)].

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of an official minimum score of 26 on the oral portion of the Test of English as a Foreign Language (TOEFL). 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)]. The self-report indicated that the university required the Test of English as a Foreign Language (TOEFL) and an equivalent to a Bachelor's or Graduate Degree from an accredited U.S. institution for entry into the university. It was also noted that no out-of-country applicants were admitted into the traditional certification program who required verification of the ability to speak and understand the English language at a level where they could readily participate in conversations and respond appropriately [TAC §227.10(5) and TAC §230.413(b)(5)].

Twenty-six (26) candidate records were reviewed during the audit. Due to access issues with the UTA data base, the candidate data was gathered at various at stages of program completion and in two methods; i.e. electronic data to denote entry requirements and hard copies from the field placement office. In twenty-one (21) candidates' records reviewed for entry requirements, it was noted that all twenty-one (21) candidates were admitted with a grade point average between 2.87 to 4.0 [TAC §227.10(A)]. All twenty-one (21) candidates' records had transcripts indicating a minimum of 12 semester credit hours in the subject-specific content area for which certification was sought. This met the requirements of TAC §227.10(C).

Mastery of basic skills per TAC §227.10(4) was met with the THEA. The minimum requirements on the THEA accepted by UTA: Reading - 270, Mathematics – 230, and Writing – 220.

In reviewing candidates' records, no interview or other screening instrument was found. The lack of an interview or other screening instrument by UTA, fails to meet the requirement of TAC §227.10(6). In discussions with UTA program staff, it was decided that the candidate advisory staff would conduct the interviews during the initial advisory session prior to acceptance into the certification program.

The self-report submitted by the University of Texas at Arlington traditional teacher certification program stated that information on their program and its admission requirements were available on the UTA website and in the university catalogue. In reviewing both, it was confirmed that the information was aligned to documentation found in the candidates' records.

**Based on the evidence presented, the University of Texas at Arlington traditional teacher certification program is not in compliance with TAC §227.10 - Admission Criteria.**

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

### FINDINGS:

The University of Texas at Arlington traditional teacher certification program is approved to offer teacher certification in thirty (30) fields, four (4) supplemental fields, and six (6) professional areas. For the purpose of this compliance audit, the Generalist EC-6 certificate was selected for in-depth review.

According to the self-report, the qualification necessary to be selected as a course instructor was to have an advanced degree and teaching experience in the content area. A review of instructors' vitas verified that instructors had Doctorate and teaching certificates. All instructors had the appropriate background or experience to provide instruction in the Generalist EC-6 certification area.

In reviewing the UTA's traditional teacher certification 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). The alignment charts submitted by the program were the vehicle for reviewing the syllabi provided by the program. In conversations with university instructors and program staff, it was confirmed that candidates' curriculum did include all Generalist EC-6 educator standards including the fine arts standards.

It was also noted that the Generalist EC-6 curriculum addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). The alignment charts submitted

were used to review the syllabi. In discussion with instructors regarding where TEKS instruction was provided, it was determined that the program met the requirements of TAC §228.30(a) as prescribed.

A review of the seventeen (17) subject matter topics prescribed by TAC §228.30(b) yielded the following results:

- Evidence that the specified requirements for reading instruction for the Generalist EC-6 certificate per TAC §228.30(b)(1) was provided in the alignment charts and in the instructor syllabi. The syllabi and formal discussions with UTA staff revealed that instruction was provided in three (3) courses (LIST 4373, LIST 4374, and LIST 4376). These four courses addressed the five essential components of reading (word structure, phonics, fluency, vocabulary, and comprehension). This met the minimum requirements of TAC §228.30(b)(1);

- Evidence of instruction in child development per TAC §228.30(b)(3) was found in the alignment charts and was verified in the syllabi of two (2) courses (EDEC 2383 and EDPD 3340). This met the minimum requirements of TAC §228.30(b)(3);

- Evidence of instruction in motivation per TAC §228.30(b)(4) was found in the alignment charts and verified in the syllabi of two (2) course (EDUC 4316 and ELED 4321). This met the requirements of TAC §228.30(b)(4);

- Evidence of instruction in learning theories per TAC §228.30(b)(5) was found in the alignment charts and verified as being present in the syllabi of one (1) course (ELED 4317). This met the requirements of TAC §228.30(b)(5);

- Evidence of instruction in TEKS organization, structure, and skills per TAC §228.30(b)(6) was found in the alignment charts and in the syllabi of two (2) courses (EDUC 4316 and ELED 4321). This met the requirements of TAC §228.30(b)(6);

- Evidence of instruction in TEKS in the content area was being addressed per TAC §228.30(b)(7), was found in alignment charts and in the syllabi of four (4) courses (ELED 4311, ELED 4312, ELED 4313, and ELED 4314). This met the requirements of TAC §228.30(b)(7);

- Evidence of instruction on the state assessment of students per TAC §228.20(b)(8) was found in the alignment charts and in the syllabi of six (6) courses (EDUC 4316, ELED 4321, ELED 4312, ELED 4313, ELED 4314, and LIST 4376). This met the requirements of TAC §228.30(b)(8);

- Evidence of instruction in curriculum development per TAC §228.30(b)(9) was found in the alignment charts and in the syllabi of seven (7) courses (ELED 4321, ELED 4311, ELED 4312, ELED 4313, ELED 4314, LIST 4373, and LIST 4374). This met the requirements of TAC §228.30(b)(9);

- Evidence of instruction in classroom assessment for instruction per TAC §228.30(b)(10) was found in the alignment charts and in the syllabi of seven (7) courses (EDUC 4316, ELED 4321, ELED 4312, ELED 4313, ELED 4314, LIST 4376, and ELED 4311). This met the requirements of TAC §228.30(b)(10).

- Evidence of instruction in diagnosing learning needs per TAC §228.30(b)(10) was found in alignment charts and in the syllabi of seven (7) courses (EDUC 4316, ELED 4321,

ELED 4312, ELED 4313, ELED 4314, LIST 4376, and ELED 4311).  This met the requirements of TAC §228.30(b)(10);

- Evidence of instruction in classroom management per TAC 228.30(b)(11) was found in the alignment charts and verified in the syllabi of one (1) course (ELED 4321). This met the requirements of TAC §228.30(b)(11);

- Evidence of instruction in developing a positive learning environment per TAC 228.30(b)(11) was found in the syllabi of one (1) course (ELED 4321). This met the requirements of TAC §228.30(b)(11);

- Evidence of instruction in special populations per TAC §228.30(b)(12) was found in alignment charts and syllabi of ten (10) courses (EDUC 4316, ELED 4311, ELED 4312, ELED 4313, ELED 4314, LIST 4373, LIST 4374, LIST 4376, BEEP 4305, and BEEP 4684) depending on the specific special population group addressed. The university met the requirements of TAC §228.30(b)(12);

- Evidence of instruction in parent conferencing and communication skills per TAC §228.30(b)(13) was found in both the alignment charts and syllabi of one (1) course (EDUC 4316). This met the requirements of TAC §228.30(b)(13);

- Evidence of instruction in instructional technology d per TAC §228.30(b)(14), was found in alignment charts and syllabi of one (1) course (EDTC 4301). This met the requirements of TAC §228.30(b)(14);

- Evidence of instruction in pedagogy and instructional strategies per TAC §228.30(b)(15) was found in the alignment charts and verified in the syllabi of eight (8) courses (ELED 4321, ELED 4311, ELED 4312, ELED 4313, ELED 4314, LIST 4373, LIST 4374, and LIST 4376). This met the requirements of TAC §228.30(b)(15);

- Evidence of instruction in differentiated instruction per TAC §228.30(b)(16) was found in alignment charts and in the syllabi of five (5) courses (ELED 4321, ELED 4311, ELED 4312, ELED 4313, and ELED 4314). This met the requirements of TAC §228.30(b)(16); and

- Evidence of six hours of certification test preparation per TAC §228.30(b)(17) was verified by attendance sign-in sheets. This met the requirements of TAC §228.30(b)(17) and TAC §228.35(a)(3).

Each course syllabi detailed how candidates would be assessed in order to ensure acquisition of knowledge and skills of the content as prescribed by TAC §228.40(a).

Responses from the principals' questionnaires regarding curriculum preparation of the candidates were as follows:

- Knowledge of and use of models and methodologies of classroom management: Yes – 100%

- Knowledge of academic and behavioral needs of students with disabilities:   Yes – 78.6%  No – 21.4%

- Skill in communicating  clear expectations for achievement and behavior:   Yes – 92.9%  No – 7.1%

- Knowledge of and use of technology to support and extend student learning: Yes – 84.6%  No – 15.4%

- Collaboration with others:  Yes – 100%

- Knowledge of academic and behavioral needs of students with Limited English Proficiency:

  Yes – 85.7% No – 14.3%

- Knowledge of and use of formal and informal assessments:  Yes – 57.1%  No – 42.9%

Responses from the <u>cooperating teachers'</u> questionnaires regarding curriculum preparation of the candidates were as follows:

- Knowledge of and use of reading strategies:   Yes – 79%     No – 21%

- Knowledge of the Code of Ethics:    Yes – 96%     No – 4%

- Knowledge of child and adolescent development:     Yes – 95%     No – 5%

- Knowledge of and use of instructional methods to motivate students:     Yes – 81%     No – 19%

- Knowledge of and use of theories of how people learn:     Yes – 89%     No – 11%

- TEKS: organization, structure, and skills:     Yes – 93%     No – 7%

- Use of TEKS in the content areas:     Yes – 93%     No – 7%

- Knowledge of and role in STAAR testing:     Yes – 71%     No – 29%

- Skill in developing lessons:     Yes – 89%     No – 11%

- Knowledge of curriculum development:     Yes – 77%     No – 23%

- Knowledge of and use of classroom assessments:     Yes – 81%     No – 19%

- Knowledge of and use of formative assessments:     Yes – 71%     No – 29%

- Knowledge of and use of models and methodologies of classroom management:     Yes – 67%     No – 33%

- Knowledge of laws and standards for Special Education:     Yes – 74%     No – 26%

- Knowledge of and use of standards and teaching strategies for GT students:     Yes – 69%     No – 31%

- Knowledge of and use of standards and teaching strategies for LEP students:     Yes – 74%     No – 26%

- Skill in preparing and conducting parent conferences:     Yes – 59%     No – 41%

- Knowledge of and use of a variety of instructional methods:     Yes – 82%     No – 18%

- Knowledge of and use of technology to support and extend student learning:  Yes – 83%     No – 17%

Responses from the <u>student teachers' questionnaires</u> regarding their perception of their curriculum preparation were as follows:

- Knowledge of and use of reading strategies:  Yes – 80.9%     No – 19.1%

- Knowledge of the Code of Ethics    Yes – 93.6%     No – 6.4%

- Knowledge of child and adolescent development:     Yes – 97.9%     No – 2.1%

- Knowledge of and use of instructional methods to motivate students:     Yes – 87.2%     No – 12.8%

- Knowledge of and use of theories of how people learn:     Yes – 91.5%     No – 8.5%

- TEKS: organization, structure, and skills:     Yes – 95.7%     No – 4.3%

- Use of TEKS in the content areas:    Yes – 97.9%    No – 2.1%

- Knowledge of and role in STAAR testing:    Yes – 55.3%    No – 44.7%

- Skill in developing lessons:    Yes – 100%    No – 0%

- Knowledge of curriculum development:    Yes – 72.3%    No – 27.7%

- Knowledge of and use of   classroom assessments:    Yes – 93.6%    No – 6.4%

- Knowledge of and use of  formative assessments:    Yes – 85.1%    No – 14.9%

- Knowledge of and use of models and methodologies of classroom management::    Yes –87.2%    No – 12.8%

- Knowledge of laws and standards for Special Education:    Yes – 85.1%    No – 14.9%

- Knowledge of  and use of standards and teaching strategies for GT students:    Yes – 78.7%    No – 21.3%

- Knowledge of and use of standards and teaching strategies for LEP students:    Yes – 97.9%    No – 2.1%

- Skill in preparing and conducting parent conferences:    Yes – 57.4%    No – 42.6%

- Knowledge of and use of a variety of instructional methods:    Yes – 93.6%    No – 6.4%

- Knowledge of and use of technology to support and extend student learning:    Yes – 95.7%    No – 4.3%

**Based on evidence presented, the University of Texas at Arlington traditional teacher certification program is in compliance with TAC §228.30 – Educator Preparation Curriculum.**

## COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35

### FINDINGS:

Currently, the University of Texas at Arlington traditional teacher certification program is delivered in a face-to-face format, though there is discussion at the university about providing online coursework. The self-report stated that the total program consists of 1,500+ clock-hours for elementary certification. Evidence was found in the self-report submitted by the university and verified in the university degree plan. The total clock-hours met the requirements set forth in TAC §228.35(a)(3).

Evidence of six clock-hours of test preparation not embedded in any other curriculum elements per TAC §228.35(a)(3) was verified with original sign-in sheets. Readiness to test was based on completion of coursework and noted within the degree plan. Content and PPR test preparation included a representative test. The program met the requirements of test preparation per TAC §228.35(a)(3).

One hundred twenty (120) clock-hours of field-based experience were embedded in courses ELED 4311, ELED 4312, ELED 4314, and BEEP 4384.  This meets the required thirty (30) clock hours per TAC rule §228.35 (a)(3)(A).  Field-based observations occurred in local schools with diverse student populations.  The observations included modeling and demonstration of effective practices to improve student learning.  A minimum of thirty clock-hours of field-based experiences were completed as prescribed in TAC §228.35(d). According to TAC §228.35(a)(7),

University of Texas at Arlington may allow candidates to substitute prior ongoing experience and/or professional training ( i.e. teacher aide experience) . With district verification of teacher aide's position, Texas Higher Education Coordinating Board's (THECB) documentation, and university finance office verification of scholarships funding, the teacher aide qualification exemption was met.  In review of four (4) candidates' records, in which the exemption for the teacher aide exemption was claimed, documentation was verified.

Eighty (80) clock-hours of coursework prior to student teaching were verified through benchmarks and university requirements within the degree plan. Approximately 1500+ clock-hours occurred prior to the student teaching assignment per the candidates' degree plans.  The program met the requirements of TAC §228.35(a)(3)(B).

Student teaching, at the University of Texas at Arlington consists of fourteen (14) to sixteen (16) weeks depending upon the school district's calendar.  This was verified in candidates' records and exceeds the minimum of twelve (12) weeks prescribed in [TAC §228.35(d)(2)(B)]. Additionally, record of student teaching assignments were found in the candidates' records and confirmed that student teaching took place in an actual school setting rather than a distance learning lab or virtual school setting.  All student teaching occurred in local independent school districts.  Student teaching met the requirements prescribed by TAC §228.35(d)(2)(C)(ii).

According to TAC §228.35(e), UTA's traditional teacher certification program is responsible for providing mentors or cooperating teachers training that is scientifically–based or verify that training was provided by a school district or education service center. UTA provided cooperating teacher or mentor training with a training presentation which required a survey response on the last slide.  This survey was provided through Survey Monkey and was tracked to identify participants.  This met the requirements of TAC §228.35(e).

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. There were a total of six (6) field supervisors. The university provided verifiable evidence that the field supervisors were certified and trained by a training presentation sent electronically requiring a read receipt email document. The program met the requirements of TAC §228.35(f).

Initial candidate contact by the field supervisors was made within the first three weeks of the candidate's assignment as required by TAC §228.35(f). On January 14, 2013, university staff including field supervisors conducted a meeting on the UTA campus prior to initiation of student teaching. The staff explained the roles and responsibilities of all parties involved. Then field supervisors met with candidates who were in attendance.  Attendance was mandatory and if missed, a make-up meeting was required prior to student teaching.  This was the process for first contact each term of student teaching.

The three observations [TAC §228.35(f)(4)] conducted must be at least 45 minutes in duration [TAC §228.35(f)] and the first observation conducted within the first six weeks of the student teaching experience. The observation forms signed by the teaching candidate and field supervisor, as well as the field supervisor contact logs, provided evidence that the program met the requirements. UTA's observation instrument included a start and stop time to verify that the observation was 45 minutes in duration.  Additionally, in reviewing candidates' records, twelve (12) of the nineteen (19) records contained evidence of three observations; the other seven candidates were still in the student teaching practicum.

TAC §228.35(f) requires that the field supervisors document observed instructional practices and provide written feedback through an interactive conference with the candidates. The dated observation forms served as verifiable evidence of the observed practices. The observation instrument verified the interactive conference by signatures of candidates and field supervisors on the final page of the observation instrument. UTA met the requirements of TAC §228.35(f).

UTA traditional teacher certification program is required to provide a copy of the written feedback to the candidate's campus administrator per TAC §228.35(f).The observation instrument was sent via email and a read receipt is kept in candidates' records. The university met the requirements of TAC §228.35(f).

Evidence of additional informal observations and coaching were requested during the audit. Emails among program staff, field supervisors, and candidates served as verifiable evidence of additional observations or coaching. The university met the requirements specified in TAC §228.35(f).

**Based on evidence presented, the University of Texas at Arlington traditional teacher certification program is 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:**

The University of Texas at Arlington traditional teacher certification program benchmarked the candidates' progress through the program by reviewing degree plans and through transcript reviews. The documents met the requirements of TAC §228.40(a). 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. Evidence of compliance was found in the admission dates of candidates found in their records.

Readiness for testing [TAC §228.40(b)] was determined by the university after the candidate attended test preparation sessions. The university met the requirements of TAC §228.40(b).

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 results of internal and external assessments should be included in the evaluation process. The University of Texas provided a document detailing the evaluation activity, timeline, and person responsible. The advisory committee (Teacher Education Council) agendas and minutes verified that evaluative information was shared and input sought. This met the requirements of TAC §228.40(c).

According to TAC §228.40(d), an educator preparation program shall retain documents that evidence a candidate's eligibility for admission into the program and evidence of completion of all program requirements for a period of five years after program completion. The university maintained records for the past five years in both electronic and paper formats. The records were securely stored in locked cabinets located in locked offices. The retention of records met the requirements of TAC §228.40(d).

**Based on evidence presented, the University of Texas at Arlington traditional teacher certification program 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). The university curriculum addressed the Code of Ethics in coursework and in the candidates' handbook.   It was noted that each candidate did not signed a statement that they had read and understood the Educator's Code of Ethics. Adherence to TAC §228.50(a) and TAC §228.30(b)(2) was not verified.   University staff and instructors reviewed the Code of Ethics and University policy and signatures were provided for completion of the training.

**Based on evidence presented, the University of Texas at Arlington traditional teacher certification program is not in compliance with Texas Administrative Code §228.50 – Professional Conduct.**

## Texas Administrative Code §229

### Current Accreditation Status

The University of Texas at Arlington traditional teacher certification program is currently rated "Accredited" based on the September 1, 2010 - August 31, 2011 accountability ratings.

### Standard I:  Results of Certification Exams

| Pass Rate Performance: | 2009-2010 | 2010-2011 | 2011-2012 |
| --- | --- | --- | --- |
| | 70% Standard I | 75% Standard I | 80% Standard I |
| Overall: | 98% | 97% | 97% |

## PROGRAM RECOMMENDATIONS

Program Compliance Actions are based on the findings of the Texas Education Agency compliance audit visit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) and correct the issue IMMEDIATELY. Failure to comply with TAC rules governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC §229 beginning in 2010

Other recommendations are suggestions for program improvement only.

**COMPLIANCE ACTIONS:** In order to meet requirements of all Texas Administrative Code rule governing educator preparation programs, the following actions must be taken immediately:

## TAC §228.20 Governance of Educator Preparation Programs

**TAC §228.20(b):** The preparation of educators shall be a collaborative effort among public schools accredited by TEA and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An advisory committee with members <u>representing as many as possible</u> of the groups identified as collaborators in this subsection

**TAC 228.1** collaboration of public and private schools (EC-12)

- **Add the additional categories of members to meet the requirements in TAC**

**TAC §228.20(b):** … shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program… represents stakeholders

- **Advisory committee must assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program and their involvement must be reflected in agendas and minutes. Maintain documentation for future audits**

- **Meeting minutes should be specific to document the conversations and requests for input from the advisory committee. In past minutes, it was not possible to determine the level of advisory committee involvement in providing input.**

**TAC §228.20(b) … The approved educator preparation program shall approve the roles and responsibilities of each member of the advisory committee….**

- **Provide training or prepare a handbook for advisory committee member to understand their roles and responsibilities**

**TAC §228.35(d)** An educator preparation entity shall provide evidence on-going and relevant field-based experiences as determined by the advisory committee as specified in §228.20

- **Allow the advisory committee to provide input on field experience and placement of candidates**

## TAC §227.10(3)(B) Admission Criteria

**TAC §227.10(a)(6)** …interview or other screening instruments used to determine candidate's appropriateness for certification sought

- **Create a set of uniform interview questions and a scoring rubric to screen potential candidate prior to entry into the program and maintain the results in candidates' records for future audit**

## TAC§228.50 (b)(2) Code of Ethics

**TAC §228.50 (b)(2)**… During the period of preparation, the educator preparation entity shall ensure… that the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).

- Have candidates sign a Texas Code of Ethics and retain in the candidates' records for audit purposes

## OTHER RECOMMENDATIONS:

Component I: Governance of Educator Preparation Programs:

- Conduct yearly training for the advisory committee);

- Rotate membership to allow new views and ideas;

- Use the meeting template (provided by TEA) to ensure that required topics are addressed;

- Use technology to facilitate the advisory committee and increase participation of members; i.e. phone conferences and webinars; and

- Use sub-committees to enhance the advisory committee input.

Component II: Admission Criteria:

- Consider moving the candidates' interview to the advisors and train the advisors on the questions and scoring of the rubric to implement the objective oral screening device; and

- Have candidates sign a FERPA agreement prior to student teaching/internship.

Component III: Educator Preparation Curriculum:

- Consider using other departments of the university to enhance the curriculum in the areas of art, music and theater arts;

- Consider adding projects to EDUC 4316 i.e. a case study exercise for parent conferences;

- Consider expanding the percentage/assessment chart in the syllabi to contain the grading percentage, project, and the type of assessments to be used to reach the final grade;

- Consider using T-Cert for the required six (6) hours or more of test preparation;

- Consider changing class participation to "professionalism" or "academic engagement" and establish criteria for evaluation, and set a limit on the total points allotted for this indicator for the entire College of Education i.e. class participation not count more than 5% of total grade in all courses;

- Model methods of instruction to the candidates;

- Add the Educator Standards to the syllabi to reflect the curriculum's alignment to them;

- Consider creating a uniform template for all course module syllabi that contains the following:  Educator Standards, TEKS, goals and objectives for each course, how the candidates will be assessment for knowledge and skills, and additional requirements for each course offered that leads to certification within the certification program;

- Utilize  the TEA STAR chart for the candidate and the campus in the technology course at http://starchart.epsilen.com/;

- 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. This is the same training that teachers must complete prior to STAAR testing;  and

- 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/.

Component IV: Program Delivery and On-Going Support:

- Review all observation forms to assure that times for observations and conferences and all necessary signatures are present prior to placing observation in candidate records.

Component V:  Assessment and Evaluation of Candidates for Certification and Program Improvement:

- Model assessment instruments to candidates; and

- Consider using T-Cert for the required 6 hours or more of test preparation, print certificate of completion and place in candidates' records for future audits

<u>Component VI:  Professional Conduct</u>

- Consider utilizing the TEA approved Ethics training for both candidates and staff within the program to ensure that this topic is adequately addressed by the program & maintain evidence that that the training has occurred. For more information visit http://www.tea.state.tx.us/ethics/

**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;

- Participate in Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to Texas Administrative Code (Webinar Series);

- 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 the purpose of asking questions about current requirements in TAC for Governance; Admissions; Curriculum; Program Delivery & On-Going Support; and Program Evaluation (TAC § 227-229);

- Align the verbiage of the program to that of current Texas Administrative Code. For example: Applicant / Candidate / Field Supervisor / Internship / Clinical Teacher;

- Ensure that the Dean/Director/Program Staff utilizes the EPP Staff Information page http://www.tea.state.tx.us/eppinfo.aspx to access pertinent information that EPP's frequently request; and

- Ensure that TEA staff has the most current & up-to-date contact information by sending an email to notifying the program specialist assigned.