

Educator Preparation Program Action Plan 2015-2016 Audit Year

Educator Preparation Program: **Angelo State University**

Number: **226-501**

Completed By: Vanessa Alba

Dr. John Miazga, Dean College of Education

Sandra Nix

Action Plan Agreement Date: 2/22/2016

Action Plan Completion Date: **8/19/2016**

COMPONENT 1: GOVERNANCE				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
TAC §228.20(b): Angelo State University did not provide yearly Advisory Committee Training	Require the program to provide yearly Advisory Committee Training	Dr. John Miazga	May15, 2016	Provide original dated sign in sheets, agenda, & minutes for the next AC training reflecting that members were trained. VA-Accepted. AC Training on 4/21/16. Agenda & original sign-in sheets provided. Used TEA AC Training.
TAC §228.20(b): Angelo State University Advisory Committee has not met consistently minimum of twice during each academic year. (September 1 – August 31)	Require that Advisory Committee meet a minimum of twice during each academic year. (September 1 – August 31).	Dr. John Miazga	Meeting 1. May15, 2016 Meeting 2. August 30, 2016	Provide AC Meeting Agendas, minutes, & original sign in sheets for members present for the next two AC meetings. VA – Reviewed & accepted. AC Meeting minutes, agendas & original sign-in

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				sheets provided for 8/2/16 meeting & 4/21/16 meeting. Be aware that an academic year is Sept. 1-Aug. 31.

Component 1 General Recommendations:

- Utilize the TEA Advisory Committee Training PPT to train members yearly.

COMPONENT 2: ADMISSION CRITERIA				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
TAC §227.10(a)(6): Angelo State University applicants prior to Spring 2013 had no structured interview.	Require each applicant to participate in a structured interview prior to admission.	Dr. John Miazga	March 15, 2016	Submit Interview & rubrics for 3 applicants. VA –reviewed 8/12/16 – not accepted. What was submitted is a check sheet signed by candidate & advisor. It is a list of benchmarks throughout program. VA – Reviewed &

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				accepted 8/19/2016 – Each applicant is required to take ED2302 where dispositions are explained prior to applying for admission to the EPP. The 10 dispositions are evaluated on 4 standards.

Component 2 General Recommendations:

- Consider requiring more than one interviewer in each interview to ensure that bias is eliminated. It is recommended that 3 people sit in for the interview in case there is a question as to whether applicant meets admission requirements, third person can serve as tie-breaker.

ASU Comment:

If the applicant is not successful for admission as a result of the initial interview, the candidate may appeal the decision to a subcommittee of the Teacher Education Council. The Admission, Retention, and Dismissal committee will act on the appeal. The committee is composed of members from across campus from programs that offer preparation for teacher certification.

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COMPONENT 3: CURRICULUM				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
TAC §228.30(a): The educator standards adopted by the State Board for Educator Certification (SBEC) are not the curricular basis for all educator preparation. The TExES standards, those tested, were addressed in syllabi.	Require the educator standards to be the curricular basis for all coursework for educator preparation that leads to standard certification.	Dr. John Miazga	March 15, 2016	Submit revised syllabi for two courses that specifically note that educator standards taught in that course are being addressed. VA –Accepted. RDG Spr2016 & SP16 ED4314 Syllabi submitted. Both courses specifically state educator standards addressed as required.

ASU Comment:

Although the standards should be addressed in course work, as indicated in the self-study, I believe that mandating that it is the only curriculum for an educator preparation program negates the responsibility that the university has to other accreditation groups.

Each syllabi addresses the ASU Learning Outcomes (SACS requirement) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards which are part of addressing national standards from Council for the Accreditation of Educator Preparation (CAEP). In order to meet CAEP standards, the InTASC system must be addressed. Both the SACS

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requirements and the InTASC system are aligned and assessed in the offered coursework as well as including the EPP standards.

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COMPONENT 4: PROGRAM DELIVERY AND ONGOING SUPPORT				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
TAC §228.35(a)(3); TAC §228.35(d)(1): There was no specific evidence that each candidate completed 30 clock-hours of field-based experiences prior to clinical teaching or internship.	Provide evidence of completion of 30 clock-hours of field-based experiences as prescribed for each candidate prior to student teaching or internship. Maintain evidence in candidate's records for audit purposes.	Dr. John Miazga	March 15, 2016	Submit evidence of field-based experiences for 3 candidates that the EPP selects for TEA review. VA – Accepted & reviewed 8/11/16
TAC §228.35(d): Angelo State University did not provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.	Provide evidence of ongoing and relevant field-based experiences for all candidates in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. Maintain evidence in candidate's records for audit purposes.	Dr. John Miazga	March 15, 2016	Submit evidence for 3 candidates that the EPP selects for TEA review. VA – Accepted & reviewed 8/11/16

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Component 4 General Recommendations:

- Require maintenance of all documentation of field-based experiences according to records retention requirements, rather than allowing each professor to maintain that documentation;

ASU Comment:

These records, as of Fall 2015, are being maintained. The current process of candidates completing fieldwork imbedded in courses in the EC6 program results in over 120 contact hours. Candidates cannot complete the course without completing all fieldwork hours associated with the course. Faculty members maintain the records associated with the fieldwork and if the candidate fails to complete the fieldwork the resulting grade is an F. Effective fall 2015 the documentation for the fieldwork is scanned and entered into the candidate's folder. I don't believe that this is necessary since a fail safe mechanism is in place to account for those who do not complete the required hours of observation that surpasses the 30 hours required.

- While there was sufficient evidence that 85% of initial certification candidates (17/20) met field-supervision requirements, a strong recommendation is made that candidates seeking professional certification, such as principal, meet field supervision requirements such as practicum, first contact, and observations per TAC §228.35(g)(1-3);

ASU Comment:

All records are kept in the College of Education Educator Preparation Advising Center effective fall 2015. These records will therefore be centralized and readily available for inspection.

- While there was sufficient evidence that 85% of initial certification candidates (17/20) met field-supervision requirements, a strong recommendation is made that all candidates on probationary certificates meet field supervision requirements per TAC §228.35(f)(1-3).

ASU Comment:

All records are kept in the College of Education Educator Preparation Advising Center effective fall 2015. These records will therefore be centralized and readily available for inspection.

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COMPONENT 5: PROGRAM EVALUATION				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
None				

COMPONENT 6: PROFESSIONAL CONDUCT				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
None				

COMPONENT 7: COMPLAINT PROCESS				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
None				

COMPONENT 8: RULES FOR PROBATIONARY CERTIFICATES				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE
None				

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Component 8 General Recommendations:

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

GENERAL				
DISCREPENCY	CORRECTIVE ACTION	PERSON RESPONSIBLE	IMPLEMENTATION DATE	INDICATORS / EVIDENCE

- 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 that TEA staff has the most current contact information by sending update emails to the assigned program specialist.

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Agreed Upon By:

Vanessa Alba Sandra Nix

Dr. John Miazga, Dean, College of Education

Vanessa Alba

John Miazga, Ed.D, Dean, College of Education,
Angelo State University

TEA Auditor

EPP Representative/Title