

2023–2024 Continuing Approval Review Report Arlington Baptist University

INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Rebecca Bunting, conducted a five-year Continuing Approval Review of the Arlington Baptist University educator preparation program (EPP) on 5/30/2024-6/13/2024. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Janie Taylor was identified as the program Legal Authority, and Ms. Michele Pruitt, Compliance Officer and Backup Legal Authority, was identified as the

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Following are the areas where the EPP and/or one or more of its programs were found to exceed requirements in TAC.

FINDING: ADMISSION REQUIREMENTS

The EPP exceeds requirements in 19 TAC §227.10(a)(8) by consistently requiring two screens and three faculty scorers for each screen.

EVIDENCE

1. The records reviewed showed that all five teacher candidates had participated in two screens each: an interview with a scored rubric and a written evaluation with a scored rubric.
2. Scored rubrics in the candidates' records were evidence that three EPP faculty members scored each of the five teacher candidates' screens.

Following are the findings of the review.

GOVERNANCE (COMPONENTS 1 & 5)

Oversight of the EPP and ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. Following are the findings:

FINDINGS

1. The EPP has established an advisory committee that provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP. [19 TAC §228.20(b)]
2. The advisory committee has not been consistently trained in their roles and responsibilities. [19 TAC §228.20(b)]
Evidence: The EPP did not provide evidence such as meeting minutes that the advisory committee had been trained in their roles and responsibilities.
3. The EPP has established evaluative tools and processes for continuous improvement of the programs within the EPP and has engaged the advisory committee in the evaluation and continuous improvement process. [19 TAC §228.40(e)]
4. The governing body of the EPP has provided sufficient support to enable the EPP to meet all standards set by the SBEC. [19 TAC §228.20(c)]
5. The EPP has notified TEA of a program amendment to allow online coursework which was approved by TEA on May 14, 2024.

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2. The EPP has not published information about the potential impact of criminal history on candidate certification or the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]
Evidence: There was no evidence of the potential impact of criminal history on candidate certification or notification of the right to request a PCHE published on the website, on admission material, or in a candidate handbook.
3. The EPP has published the admission requirements for the EPP. [19 TAC §227.1(c)(1)]
4. The EPP has not published the completion requirements for the EPP. [19 TAC §227.1(c)(2)]
Evidence: There was no evidence of the requirements for program completion published on the EPP website or on admission material, or in a candidate handbook.
5. The EPP has not published information about the EPP's performance over time for the past five years. [19 TAC §227.1(c)(3)(B)]
Evidence: The EPP's performance over time for the past five years was not published on the program's website, nor was there evidence of it in the orientation or admission material provided.
6. The EPP has not published information about the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A)]
Evidence: The effect of supply and demand forces on the educator workforce in Texas was not published

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STANDARDS-BASED COURSEWORK (COMPONENTS 3 & 4)

Syllabi, performance assessments, published degree plans, standards alignment charts, and information provided by the EPP in the Status Report, were reviewed as evidence the EPP provides the required standards-based coursework. Following are the findings:

FINDINGS

1. Candidates were consistently required to complete at least 300 clock-hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)]
2. Required standards were identified in coursework. [19 TAC §228.30]
3. Evidence of performance assessments was found, and assessments were aligned to standards. [19 TAC §228.35(a)(2) & §228.40(a)]

CORRECTIVE ACTION REQUIRED

None.

REQUIRED CURRICULUM TOPICS (COMPONENT 3)

Syllabi, published degree plans, candidate records, and information provided by the EPP in the Status Report were reviewed to verify the EPP provides instruction in the additional curriculum areas required in Texas Administrative Code and/or Texas Education Code. Following are the findings:

FINDINGS

1. Training in Ethics was found in coursework provided to candidates. [19 TAC §228.30(c)(1)]
2. Training in educating students with Dyslexia was found in coursework provided to candidates but was not provided by the approved provider. [19 TAC §228.30(c)(2)]

Evidence: Instruction on teaching studen17 Td[(E) C1 ..3 (t (1)5 (9)-5.9 (T)-4.1 (A)0.9 (C)-1.6 ()T]J0 Tc 0 Tw 3.837 0 T

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7. Training in appropriate relationships, boundaries, and communications with students was not consistently provided to candidates. [19 TAC §228.30(c)(7)]

Evidence:

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FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §

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8. There was insufficient evidence that field supervisors supporting candidates in the clinical experience met qualification requirements. [19 TAC §228.2(18)]

Evidence: Records for all candidates reviewed were missing evidence of one or more field

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FINDINGS

1. Candidates who were recommended for certification consistently met the degree required for the certificate sought. [19 TAC §230.11, §230.36(b)(1), & §230.37(b)(1)]
2. There was sufficient that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230.11, §230.36, & §230.37]
3. Candidates consistently met the English language proficiency requirement prior to being recommended for certificates. [19 TAC §230.11(b)(5)]
4. Candidates were consistently recommended for certificates in areas in which they were prepared by the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]

CORRECTIVE ACTION REQUIRED

None.

INTEGRITY OF DATA SUBMISSION (COMPONENT 9)

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidates' records. Following are the findings:

FINDINGS

1. Candidates were consistently identified as enrolled in the area(s) where one or more certificates were issued. [19 TAC §229.3]
2. Admission data were reported accurately according to information in candidate transcripts and admission letters. [19 TAC §229.3]
3. Observation dates and durations were reported as detailed in the observation documents. [19 TAC §229.3 & §229.4]

CORRECTIVE ACTION REQUIRED

None.

PROACTIVE INSTRUCTIONAL PLANNING TECHNIQUES & INCLUSIVE PRACTICES FOR ALL STUDENTS PROVIDED TO CANDIDATES IN ALL CONTENT AREAS (COMPONENTS 3, 4, & 10)

Syllabi, coursework samples, information in the Status Report, and observation instruments were reviewed for evidence the EPP has implemented the required instruction. Following are the findings:



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