



Compliance Audit Report Summer of 2009 Arlington Baptist College Initial 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 rules 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.

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Program Specialist, Tabita Gutierrez, conducted a Texas Education Agency Compliance Desk Audit of Arlington Baptist College. The focus of the compliance audit was the initial teacher certification program. The following are findings and recommendations for program improvement.

SCOPE OF THE COMPLIANCE AUDIT:

The scope of the audit was restricted solely to verifying compliance with Texas Administrative Code §227, §228, §229,

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency via Survey Monkey along with requested verifying documents. Because student records contain confidential information and could not be transmitted to TEA, student records were checked by the program using a check list supplied by TEA. In addition, electronic questionnaires developed by TEA were sent to Arlington Baptist College stakeholders. Twenty-one (21) stakeholders responded to the questionnaires: Among the responses were six (6) advisory committee members, three (3) student teachers, clinical teachers, interns; one (1) field supervisors; two (2) principals; and one (1) cooperating teachers/mentors. Qualitative and quantitative methodologies 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 with Texas Administrative Code. After the

review of the information, the program specialist arranged a telephone debrief to cover the findings of the audit. The findings were incorporated into the original survey monkey form and sent to the program. This summary report provides the findings and recommendations resulting from the audit.

COMPONENT I: Governance of Educator Preparation Programs- Texas Administrative Code (TAC) §228.20

FINDINGS:

The Advisory Committee has not been active for several years. The director is aware that the Advisory Committee needs to be reactivated to meet TAC §228.30 requirements, and has taken steps to rectify the current lapse. New advisory committee members were recently recruited by the director, and meetings scheduled for next year. TEA received surveys from six advisory committee members showing little understanding of the program. Three responded that they had been on the committee less than three months; and three indicated they had served more than three years. Two incomplete surveys indicated they had served 1-3 years. The director needs to train the new advisory committee on their responsibilities and ensure that they become active in policy making and program evaluation in the future.

Based on the evidence presented, Arlington Baptist College 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:

No signed applications or screening instrument scores used for admission were seen in 7 of the 7 student folders reviewed. TAC §227.10 requires both a signed application and either an interview or some other screening instrument as part of the admissions package. The Director explained that since they are a small program, they know the students well even before entry into educator preparation. Therefore, they do not feel that formal interviews are necessary, as faculty and staff talk to students informally almost every day in the years before beginning teacher preparation. General admissions applications to the college are kept in the main registrar's office, rather than the educator preparation program. This was discussed with the Director on July 14, 2009, and she indicated that in the future all required items would be filed in the student folders. Surveys from seven faculty members indicate that they are not aware of the admission criteria for the educator preparation program. The Director indicated that no foreign students were recruited or admitted, but the faculty did not know this.

Based on the evidence presented, Arlington Baptist College is in compliance with TAC §227 - Admission Criteria.

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

FINDINGS:

Test preparation for Pedagogy and Professional Responsibilities (PPR) is embedded throughout the course work, so it is difficult to calculate how many hours are offered. TAC 228.30 requires a minimum of six hours of test preparation for PPR, and the director's survey said that more than six hours are offered. A new course has been designed to teach about special populations, including special education, gifted and talented, and English language learners in the classroom. This course will be offered in the 2009-2010 school year for the first time. Prior to this, little preparation for teaching these groups had been available. One of the three student surveys received indicated that the candidate had no knowledge of the English Language Proficiencies required by TAC §228.30. The program has established a Reading Lab for neighborhood children for one-on-one reading and small group tutoring by students preparing for elementary certificates. The eight-week lab is for young beginning readers in grades EC-3. The lab affords candidates opportunities to practice reading strategies and apply learning theories in an authentic setting. Of the three student surveys received, one student indicated that he/she did not receive any instruction in reading across the curriculum. Two reported they did not participate in the Reading Lab experience, and one did. Even though the college offers a course called Computers in Schools which prepares students to use technology, all three student surveys reported that the candidates did not have any instruction in this area. All students take a course in Measurements and Evaluation to learn about formative and summative assessment tools.

Based on evidence presented, Arlington Baptist College is in compliance with Texas Administrative Code Section §228.30 – Educator Preparation Curriculum.

COMPONENT IV: Preparation Program Coursework and/or Training (TAC) §228.35

FINDINGS:

Director's survey indicates that 31-40 field-based experience hours are offered in a variety of educational settings with diverse students. According to interviews during the site visit, criteria for selecting cooperating teachers can be found in the student teaching handbook, which is shared with schools and cooperating teachers. Interviews also clarified that three or more formal observations of candidate teaching are required by the program. Two of the three student surveys received indicated that they did not see their Field Supervisors within the first three weeks of student teaching. Also two student surveys said that the campus principal never observed their teaching during the practicum. One student survey indicated that the candidate had not received a copy of written observation feedback from the Field Supervisor. In addition one student survey indicated that the candidate had less than three observations by the Field Supervisor during the semester. These responses indicated that the program is in non-compliance with TAC 228.35 (f). Two of the two principal surveys received indicated that they never received written copies of student teacher observations as required. Therefore the program is in non-compliance with TAC 228.35(f).

Only one survey from a Field Supervisor was received by TEA, and one from a Cooperating Teacher. The Cooperating Teacher and both Principal surveys indicated that they had no concerns or problems with the program or the student teachers. The self-report indicates that the program does not provide training to Cooperating Teachers, but information for them is included in the Student Teacher handbook, according to the document review. There appears to be confusion about the need for written contracts between the program and teachers to serve as cooperating teachers. Both Principal surveys said their district(s) required written contracts between the program and the teachers to serve as cooperating teachers. Only one principal survey reported having such a contract. The program Director's survey indicated that the program had no written agreements with teachers to serve as cooperating teachers. Written agreements are not required by TAC rule, but may be required by school districts.

Based on evidence presented, Arlington Baptist College is not 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:

According to surveys of Advisory Committee members and the self-report, the Advisory Committee has not been involved in evaluating the program in some years, in non-compliance with TAC 228.30(b). The self-report does not address question #152, trends in ASEP data over three years. Little data is collected to use in overall program evaluation. No evidence of any "except [sic] examination" with student recommendations for program changes was found in student folders or discussed by the Director. There does not appear to be a formal process for evaluating the curriculum. This program would benefit from more rigorous self evaluation on a regular basis. Not only would this strengthen the program, it might also prevent non-compliance with Texas Administrative Code rules.

Based on evidence presented, Arlington Baptist is not in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

PROGRAM RECOMMENDATIONS

Program Compliance Recommendations are based on the findings of the Texas Education Agency compliance audit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) and correct the issue IMMEDIATELY. General Recommendations are suggestions for program improvement only.

PROGRAM COMPLIANCE RECOMMENDATIONS: In order to meet requirements of Texas Administrative Code governing educator preparation programs, the following recommendations must be implemented immediately:

TAC §228.20 Governance of Educator Preparation Programs

- Activate the Advisory Committee with regular, twice yearly meetings. Keep minutes for all meetings and provide agendas. Keep sign in sheets to show attendance.
- Train the new Advisory Committee on their responsibilities to participate in policy decisions, program design and overall program evaluation.
- Inform the Advisory Committee about the program, including admissions criteria, curriculum, program delivery, student teaching, and field supervision so that they have a good understanding of how the program functions. 4. Follow all rules in TAC 228.20 concerning Governance of Educator Preparation

TAC §227 Admissions Criteria

- Add formal interviews or screening instruments to admission criteria for the educator preparation program.
- Keep the documented interviews or screening instrument scores in each student folder. 3. Inform the faculty and the Advisory Committee about admission criteria and process.

TAC §228.30 Curriculum

- Increase technology training for all students to comply with the Texas Technology Standards for All Beginning Teachers (found on the SBEC website).
- Require all students to understand characteristics and teaching strategies for Special Education students, Gifted and Talented students, and English Language Learners
- Require training in reading strategies across the curriculum for all students in all certification areas.

TAC §228.35(f) Program Delivery and On-Going Support

- Require all field supervisors to observe student teachers a minimum of three times each semester
- Give copies of written feedback of observations to candidates and campus administrators
- Ensure initial contact is made by the field supervisor with students teacher occurs within the first three weeks of student teaching

TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement

- Encourage advisory committee to participate in overall program evaluation.
- Increase data collection in order to improve curriculum and program delivery
- Create a formal evaluation process for the overall program
- Conduct a program self-evaluation annually
- Become familiar with new requirements in TAC §227, §228 and §229 (forthcoming).

OTHER PROGRAM RECOMMENDATIONS:

None at this time.