

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 primary EPP contact for the review process. The EPP is in transition, and Ms. Penny Hayes was identified as the new program Legal Authority. The Arlington Baptist University EPP was approved as an EPP on July 1, 2002. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported three finishers for the 2021-2022 reporting year and two finishers for 2022-2023.

At the time of the review, the Arlington Baptist University EPP was approved to prepare and recommend candidates for certification in the Teacher class in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes.

Per 19 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 TEA administers the TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification class and certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on January 25, 2024. Additional EPP documents, including records for five candidates, were submitted on February 2, 2024. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

Corrective actions that are planned but have not been implemented must include an implementation date.

“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP, and no follow-up is required.

2023–2024 Continuing Approval Review Report

Arlington Baptist University

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. The program was accredited when it requested the amendment. [19 TAC §228.20(e) & (f)]
6. The EPP has established a calendar of program activities that allows adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience. [19 TAC §228.20(g)]

2023–2024 Continuing Approval Review Report

Arlington Baptist University

7. The EPP has not published an exit policy that is reviewed and signed by each candidate at admission. [19 TAC §228.20(h)]
Evidence: The EPP provided a blank copy of the exit policy, but there was no evidence in the records reviewed that the candidates had reviewed or signed the exit policy.
8. The EPP has not added new program locations since the last five-year review. [19 TAC §228.10(e)]
9. While approved for the Post-baccalaureate and Alternative certification routes, the EPP does not provide preparation to teachers through these routes and, therefore, does not need approval to offer clinical teaching. [19 TAC §228.10(c)]
10. The EPP has qualified instructors for all certificate categories offered. [19 TAC §228.10(d)(1)]
11. The EPP has not had a change of ownership since the last five-year review. [19 TAC §228.17(a)]
12. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.40(f) & §228.10(b)(2)]
Evidence: Several documents that the TEA expected to see for the review were not provided.

CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by October 14, 2024:

1. **19 TAC §228.20(b) Governance: Advisory Committee Training**
The EPP must establish a process for an advisory committee that results in a committee that is composed of members from at least three of the stakeholder categories who are advised of their roles and responsibilities. Note that the new advisory committee requirements, effective September 1, 2024, are in 19 TAC §228.25(b).
2. **19 TAC §228.20(h) Exit Policy**
The EPP must develop and implement an exit policy that candidates review and sign upon admission and retain a copy of the signed acknowledgment in each candidate's record. Note that the new exit policy requirements, effective September 1, 2024, are in 19 TAC §228.31(b).
3. **19 TAC §228.40(f) Records Retention**
The EPP must develop and implement a process for records retention that ensures a) evidence of candidate admission and completion of program requirements and b) evidence of EPP activity is retained securely. The EPP must also retain all records for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program as required in 19 TAC §228.40(f). Note that the new records retention requirements, effective September 1, 2024, are in 19 TAC §228.13(h) and §228.31(i).

REQUIRED NOTIFICATIONS (COMPONENTS 2 & 7)

Candidate records, the EPP website, and other EPP documents were reviewed for evidence the EPP has published the required notifications for applicants and candidates. Following are the findings:

FINDINGS

1. The EPP has published information about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]

2023–2024 Continuing Approval Review Report

Arlington Baptist University

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 on the program's website, nor was there evidence of it in the orientation or admission material provided.
7. The EPP has published a complaints process that provides a link to the TEA complaints process. [19 TAC §228.70(b)]

CORRECTIVE ACTION REQUIRED

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable) for all programs within the EPP as required by October 14, 2024.

1. **19 TAC §227.1(d) Notifications: Preliminary Criminal History Evaluation**
The EPP must update language on the website or other places, such as the admission application, that are transparently available to applicants and candidates so they know that a criminal history may make them ineligible for certification and that they have a right to request, at any time, a Preliminary Criminal History evaluation from TEA.
2. **19 TAC §227.1(c) Notifications: EPP and Program Information**
The EPP must update language on the website or other places, such as the admission application that are transparently available to applicants about the requirements for program completion, the effect of supply and demand forces on the educator workforce in this state, and the performance over time of the Arlington Baptist University EPP for the past five years.

FORMAL & CONTINGENCY ADMISSION (COMPONENT 2)

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify the EPP has implemented a formal and/or contingency admission process as required in 19 TAC §227.17 and/or §227.15. Following are the findings:

2023–2024 Continuing Approval Review Report

Arlington Baptist University

FINDINGS

1. Applicants who were admitted met all admission requirements. [19 TAC §227.17(a) or §227.15(a)(1)-(2)]
2. The formal written offer of admission was consistently found in the candidates' records. [19 TAC §227.17(b) & (c) or §227.15(a)(3)-(4)]
3. Applicants were consistently required to accept the offer of admission in writing. [19 TAC §227.17 (c) or §227.15(a)(4)]
4. The formal date of admission was consistently included in the written offer of admission. [19 TAC §227.17(d) or §227.15(b)]
5. The ECOS audit trail revealed candidate admission records were consistently created in the ECOS within the seven calendar days required. [19 TAC §227.17(e) or §227.15(c)]
6. Candidates were not provided coursework, training, or test approval before formal admission. [19 TAC §227.17(f) or §228.40(d)]

CORRECTIVE ACTION REQUIRED

None.

ADMISSION REQUIREMENTS (COMPONENT 2)

Candidate records, including applications, transcripts, screening rubrics, and other documentation, were reviewed to verify the programs within the EPP qualify applicants for admission as required in 19 TAC Chapter 227. Following are the findings:

FINDINGS

1. The EPP consistently requires applicants to meet requirements for GPA. [19 TAC §227.10(a)(3)]
2. The EPP consistently requires applicants to meet requirements for subject-specific semester credit hours. [19 TAC §227.10(a)(4)]
3. The EPP consistently requires applicants to complete an application for admission. [19 TAC §227.10(a)(8)]
4. The EPP consistently uses two appropriate screening devices to evaluate the applicant's appropriateness for the certificate sought. [19 TAC §227.10(a)(8)]
5. The EPP does not have additional requirements for admission. [19 TAC §227.10(a)(9) and §227.10(b)]
6. The EPP has consistently verified English language proficiency. [19 TAC §227.10(a)(7)]

CORRECTIVE ACTION REQUIRED

None.

2023–2024 Continuing Approval Review Report

Arlington Baptist University

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 students with dyslexia was identified in the course where instruction in reading difficulties topics was provided; however, the approved provider was not used to deliver the instruction.
3. Training in Mental Health, Substance Abuse, & Youth Suicide was consistently provided to candidates and was provided by an approved provider. [19 TAC §228.30(c)(3)]
4. Instruction in the skills educators are required to possess, the responsibilities educators are required to accept, and the high expectations for students in Texas was apparent in coursework provided to candidates. [19 TAC §228.30(c)(4)]
5. The importance of building strong classroom management skills was identified in coursework provided to candidates. [19 TAC §228.30(c)(5)]
6. Information about the framework for teacher and principal evaluation in Texas was not provided to candidates. [19 TAC §228.30(c)(6)]
Evidence: Candidates only receive instruction in the framework for teacher evaluation.

2023–2024 Continuing Approval Review Report

Arlington Baptist University

7. Training in appropriate relationships, boundaries, and communications with students was not consistently provided to candidates. [19 TAC §228.30(c)(7)]
Evidence: There was no evidence that training in appropriate relationships, boundaries, and communications with students was provided.
8. Instruction in digital learning, virtual instruction, and virtual learning was consistently provided to candidates. [19 TAC §228.30(c)(8)]
9. The Digital Literacy evaluation and the related prescribed curriculum was not provided to candidates. [19 TAC §228.30(c)(8)]
Evidence: The Digital Literacy evaluation was not referenced in any course materials and a completed evaluation was not found in candidates' records.
10. Instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices was provided to candidates. [19 TAC §228.30(c)(9)]

CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include instruction in the missing curriculum areas to meet requirements in 19 TAC §228.30 by October 14, 2024.

1. **19 TAC §228.30(c) Dyslexia Instruction**

The EPP must update coursework for all candidates to include Dyslexia instruction provided by the approved provider, which is currently TEA Learn. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(2).

2. **19 TAC §228.30(c) Teacher & Principal Evaluation Framework**

The EPP must update and implement coursework so that all candidates receive instruction in the framework for Teacher and Principal evaluation and revise the syllabus for the updated course to include that candidates will receive instruction in the framework for both teacher and principal evaluation. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(6).

3. **19 TAC §228.30(c) Appropriate Boundaries**

The EPP must update and implement coursework so that all candidates receive instruction in appropriate boundaries and revise the syllabus for the updated course to include that candidates will receive instruction in appropriate boundaries. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(7).

4. **19 TAC §228.30(c) Digital Literacy**

The EPP must develop and implement the Digital Literacy assessment with the prescribed curriculum to address deficiencies uncovered by the assessment and retain the evidence of candidate completion of the assessment in candidates' records per the records retention requirement in 19 TAC §228.40. Note that the new training requirements, effective September 1, 2024, are in 19 TAC §228.57(c)(8).

PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES (COMPONENT 4)

Syllabi, degree plans, benchmark documents and other candidate records, and published information was reviewed for evidence the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1). Following are the findings:

2023–2024 Continuing Approval Review Report

Arlington Baptist University

FINDINGS

1. There is sufficient evidence that candidates consistently complete the field-based experience (FBE) hours as required. [19 TAC §228.35(b)(1) & §228.35(e)(1).]
2. FBE assignments and activities consistently meet requirements for completing FBE. [19 TAC §228.35(e)(1)]
3. Candidates consistently complete pre-service coursework and training as required prior to beginning the supervised clinical experience. [19 TAC §228.35(b)(2)]
4. The structure of pre-service coursework and training allowed the EPP to consistently capture candidate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(2)]

CORRECTIVE ACTION REQUIRED

None.

SUPERVISED CLINICAL EXPERIENCE (COMPONENT 4)

Documentation in candidate records such as placement documents, logs, observation records, cooperating teacher agreements, and training materials were reviewed as evidence the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (g). Following are the findings:

FINDINGS

1. There is sufficient evidence that candidates consistently complete the required duration for the supervised clinical experience. [19 TAC §228.35(e)(2)(A)-(B)]
2. Candidates were consistently placed in an approved supervised clinical teaching assignment. [19 TAC §228.35(e)(2)(A) & (B)]
3. There is sufficient evidence that candidates consistently engage with the educator standards for the certificate sought during the supervised clinical teaching. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix)]
4. Candidates were consistently assigned a cooperating teacher to support them during the supervised clinical teaching experience. [19 TAC §228.35(f)]
5. Qualifications of cooperating teachers supporting candidates in the supervised clinical teaching experience were not consistently verified by the EPP. [19 TAC §228.2(14), (26)]
Evidence: Records for all candidates reviewed were missing evidence of one or more cooperating teacher qualifications.
6. Training was not consistently provided as required to cooperating teachers supporting candidates in the supervised clinical experience. [19 TAC §228.2(14), (26)]
Evidence: Two out of five records reviewed did not contain evidence that the cooperating teacher received training.
7. Candidates were consistently assigned a field supervisor to provide support and feedback to the candidate and EPP during the supervised clinical experience. [19 TAC §228.35(g)]

2023–2024 Continuing Approval Review Report

Arlington Baptist University

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 supervisor qualification requirements.
9. Training was not consistently provided as required to field supervisors supporting candidates in the clinical experience. [19 TAC §228.35(g)]
Evidence: None of the records reviewed contained evidence of field supervisors receiving training from the university or completing the TEA-approved observation training.
10. There was sufficient evidence that field supervisors conducted the first observation within the required period. [19 TAC §228.35(g)]
11. Candidates received the required number and duration of formal observations during the clinical experience. [19 TAC §228.35(g)]
12. There was insufficient evidence that field supervisors consistently conduct observations through a POP cycle which includes a pre-conference and a post-conference for each formal observation. [19 TAC §228.35(g)]
Evidence: Two out of five records reviewed did not contain evidence of field supervisors conducting a pre-conference and post-conference for each formal observation.
13. Field supervisors consistently capture educational practices observed and evidence of candidate demonstration of proficiency in the supervised clinical experience. [19 TAC §228.35(g), §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(ix)]
14. There is sufficient evidence that the field supervisor consistently provides ongoing coaching and support to candidates completing the supervised clinical experience. [19 TAC §228.35(g)]

CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP as required in 19 TAC §228.35(e) by October 14, 2024.

1. **19 TAC §228.2(14) Campus Supervision: Qualifications of Cooperating Teachers**

The EPP must update the clinical experience processes to include verifying, prior to the start of each candidate's clinical experience, the cooperating teacher assigned to support each candidate meets qualification requirements. Note that the new cooperating teacher qualifications and responsibilities, effective September 1, 2024, are in 19 TAC §228.93(a)(1-5) and (b)(1-2).

2. **19 TAC §228.35(f) Campus Supervision: Training Cooperating Teachers**

The EPP must develop and implement the required training for cooperating teachers and establish a process to have these campus personnel trained within three weeks of assignment to the candidates they are supporting in clinical teaching. Note the new cooperating teacher training requirements, effective September 1, 2024, are in 19 TAC §228.91(e).

3. **19 TAC §228.2(18) Field Supervision: Field Supervisor Qualifications**

The EPP must update the process for assigning field supervisors to include verification they meet the qualification requirements. Note the field supervisor qualifications and responsibilities, effective September 1, 2024, are in 19 TAC §228.101(a)(1-9) and (b)(1-12).

4. **19 TAC §228.35(g) Field Supervisor Training**

The EPP must update the process for training field supervisors so that training is provided each year to allow field supervisors to remain current on new requirements and to stay normed on the use of the

2023–2024 Continuing Approval Review Report

Arlington Baptist University

observation instrument used to evaluate candidate performance in the clinical experience. The EPP must also ensure all field supervisors have completed TEA-approved observation training or are currently certified T-TESS appraisers. Collect certificates of completion of that training or certification and retain them in EPP records. Note the new field supervisor training requirements, effective September 1, 2024, are in 19 TAC §228.101(b)(1).

5. **19 TAC §228.35(g) Field Supervision: Pre- and Post-Conferences**

The EPP must update the clinical experience processes to include requiring field supervisors to conduct pre-conferences and post-conferences for each formal observation and to provide written feedback to the candidate and cooperating teacher about the outcome of the observation. Include in the updated process requirements for the field supervisor to provide and document informal observations and ongoing coaching and support of the candidate throughout the clinical experience, and train field supervisors on the requirement/responsibility. Retain evidence in each candidate's record. Note that the new formal observation requirements, effective September 1, 2024, are in 19 TAC §228.105(d)(1) and (3).

EPP COLLABORATION WITH CAMPUS AND CANDIDATE (COMPONENT 4)

Documentation in candidate records such as logs, observation records, mentor agreements, and training materials were reviewed as evidence the EPP consistently collaborates with the campus and candidate during the candidate's supervised clinical experience as required in 19 TAC §228.35(g). Following are the findings:

FINDINGS

1. There is sufficient evidence that the field supervisor consistently collaborates with the campus personnel assigned to support the candidate during the supervised clinical experience. [19 TAC §228.35(g)]
2. There is sufficient evidence the field supervisor makes initial contact with the candidate as required during the supervised clinical experience. [19 TAC §228.35(g)]
3. There is sufficient evidence that the field supervisor provides feedback from the observation to the campus personnel assigned to support the candidate during the clinical experience. [19 TAC §228.35(g)]

CORRECTIVE ACTION REQUIRED

None.

CERTIFICATION (COMPONENT 8)

Candidate records such as transcripts, degree plans, and completed benchmark documents, and data reported in ECOS, provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] Following are the findings:

2023–2024 Continuing Approval Review Report

Arlington Baptist University

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:

2023–2024 Continuing Approval Review Report

Arlington Baptist University

FINDINGS

1. The EPP incorporates proactive instructional planning techniques throughout coursework and across content areas using a framework that:
 - o provides flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduces barriers in instruction;
 - o provides appropriate accommodations, supports, and challenges; and
 - o maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
2. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework. [19 TAC §228.10(a)(1)(J) and §228.30(c)(9)]
3. The EPP has integrated instruction in inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout the clinical experience. [19 TAC §228.10(a)(1)(J)]
4. As required under TEC 21.044 (a-1), there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of proactive instructional planning techniques that:
 - o provide flexibility in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged;
 - o reduce barriers in instruction;
 - o provide appropriate accommodations, supports, and challenges; and
 - o maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency. [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]
5. In the supervised clinical experience, there is sufficient evidence that field supervisors consistently capture candidate demonstration of competency in the use of evidence-based inclusive instructional practices as required under TEC 21.044 (a-1). [19 TAC §228.30(c)(9); §228.35(e)(2)(A)(3); §228.35(e)(2)(B)(9); and §228.35(e)(8)]

CORRECTIVE ACTION REQUIRED

None.

RECOMMENDATIONS

- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams will be available until September 1, 2024, and then will be replaced by new exams 258, 257, and 331, respectively. Candidates must apply and be recommended for certification by September 1, 2025, to use exams 158, 157, and 231 for certification. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.

2023–2024 Continuing Approval Review Report

Arlington Baptist University

- Establish a process to add clinical experience records and observation records into ECOS as they occur throughout the year.
- Develop and implement more performance assessments in all programs.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Primary Point of Contact, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code.
- Continue to maintain communication with the education specialist assigned to the program.

SUMMARY

Evidence of Corrective Action must be received at TEA by 5:00 pm on October 14, 2024.

I, the Legal Authority for the Arlington Baptist University, have reviewed the contents of the Report and agree that all required corrections will be complete by October 14, 2024.

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date