



Arlington Baptist College

Arlington, Texas

Bible and Education

2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

The overall design of this institution’s teacher preparation is poor. Critical elements need significant improvement, most notably the reading and mathematics preparation provided to elementary teacher candidates, and the subject matter preparation required of high school and middle school teacher candidates. Because some of the data that we collect is drawn from public sources, we always ask the institution to verify the accuracy and currency of what we have collected. Arlington Baptist College declined to review and comment.

Admission Standards

1. Admits teacher candidates with strong academic records ●

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The standards for admission either into the institution or its teacher preparation program should select teacher candidates from only the top half of the college population.

Because the selectivity of Arlington Baptist College is not rated by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Bible and Education Department. Unfortunately, the department’s standards are not high enough, only requiring candidates to meet the state’s minimum cut-scores on the THEA (a test of college readiness).

Elementary Teacher Program

2. Prepares teacher candidates to teach reading ○

a. Extent to which the science of reading is covered ●

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

This institution only partially meets the standard because only one of three courses is supported by a strong textbook and covers three of five components of the science of reading. Two other courses provide inadequate preparation. We identified one required textbook that did not address the science of reading.

b. Adherence to science of reading throughout coursework ○

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

All of an institution’s required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

This institution fails to meet the standard because only one of three courses addresses the science of reading.

Ratings: ● Meets standard ● Nearly meets standard ● Partly meets standard ● Meets a small part of standard ○ Fails to meet standard
? Data insufficient for a final rating ⊘ Data withheld despite request NA Not applicable 2011 Evaluation pending NR Not rated

3. Prepares teacher candidates to teach mathematics

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partially meets this standard because of the poor design of its existing mathematics coursework, failing to sufficiently distinguish between the need for adequate content coursework which will lead elementary teachers to mastery and adequate methods coursework which will enable them to teach the content successfully.

4. Educates teacher candidates in the broad content areas relevant to elementary teaching

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition; American history, world history, art history and music history; geography; and science.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world history, world geography and art history content elementary teachers need. Our conclusion took into consideration an art course designed specifically for teacher candidates. We note course requirements in other essential content areas, including literature, composition, music history and American history.

5. Requires an area of concentration so that teacher candidates develop content expertise and have a second career option

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience goes poorly.

The institution does not fully meet this standard because we could find no evidence of any sort of subject matter concentration, save four English courses. Should a teacher candidate fail student teaching, she would face well more than an additional semester's work to be able to graduate under a non-education major.

6. Offers all required courses at least once a year

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

It must be possible to complete the requisite program in a timely manner.

The institution fully meets this standard because it offers all required courses each year.

7. Prepares teacher candidates for the profession

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The well-documented ineffectiveness of first year teachers may be mitigated by professional preparation that includes coursework on classroom management, methods for teaching specific content and diverse learners, child development, assessment and data driven instruction, and how education policy challenges affect practice.

Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, our limited examination of course requirements and descriptions suggests that the institution potentially appears to address essential professional topics to some extent, with the exception of education policy challenges.

8. Student teaching effectively prepares teacher candidates for the challenges of the classroom

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

Although there are a number of characteristics that define a high quality student teaching program, at a minimum a full-time, full-semester clinical experience is necessary.

The institution does not meet this minimal standard because it does not offer a full semester of full-time student teaching.



Secondary Teacher Program

9. Prepares high school teacher candidates to teach their subject area(s) ○
- + Rationale + Methodology + State findings
- All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.
This institution fails to meet the standard because of inadequate program designs in both English and social studies, the only secondary certifications offered. Candidates preparing to teach high school English need take fewer courses than other students who major in English. As for social studies, acknowledging that flawed state regulation is the principal culprit for the prevalence of poorly designed social studies programs across the state, including here, the institution should not sanction a system that qualifies secondary teachers to teach multiple subject areas in social studies after having taken significant coursework in only one of them, history.
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10. Prepares middle school teacher candidates to teach their subject area(s) ◐
- + Rationale + Methodology + State findings
- All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.
The institution only partially meets the standard because of a flawed program design for the "middle school subject specialist." The institution should not qualify a middle school teacher to teach social studies without requiring either a major in a social science discipline or a combination of courses equivalent to a major that would include at least a minor in one discipline.
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11. Offers all required courses (high school certification) at least once a year ●
- + Rationale + Methodology + State findings
- It must be possible to complete the requisite program in a timely manner.
The institution meets this standard because it offers all required courses each year.
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12. Prepares high school teacher candidates for the profession ?
- + Rationale + Methodology + State findings
- The well-documented ineffectiveness of first year teachers may be mitigated by professional preparation that includes coursework on classroom management, methods for teaching specific content and diverse learners, adolescent development, assessment and data driven instruction, and how education policy challenges affect practice.
Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, we were able to complete an accurate count of the credit hours in professional coursework that the institution requires and it appears to be above typical counts. The institution requires 34 hours of professional coursework (not including student teaching), exceeding the generous upper bound of 30 credits that should be sufficient for secondary teachers. Furthermore, in spite of this count, we believe we are able to identify education policy challenges as a key professional topic inadequately addressed in this sequence.
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13. Student teaching effectively prepares high school teacher candidates for the challenges of the classroom 2011
- + Rationale + Methodology + State findings
- Although there are a number of characteristics that define a high quality student teaching program, at a minimum a full-time, full-semester clinical experience is necessary.
The institution does not meet this minimal standard because it does not offer a full semester of full-time student teaching.

Ratings: ● Meets standard ◐ Nearly meets standard ◑ Partly meets standard ◒ Meets a small part of standard ○ Fails to meet standard
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Special Education Teacher Program

Because Arlington Baptist College does not offer a program for special education certification, Standards #14-16 are not included.

Outcomes

17. Systematically seeks and uses feedback on graduates from school districts ○

18. Utilizes available data systems to monitor performance of graduates ○

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data driven decision making and accountability in preparing teachers.

The institution does not meet these standards. In our survey of local school districts that hire the institution's graduates, the Crowley Independent School District responded that the institution does not regularly request any data regarding the job performance of graduates or the performance of graduates' students.

Institutional Features

19. Assigns faculty to teach in their area of expertise ○

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

Only the most extreme examples of unsuitable assignments are noted, such as an instructor teaching both reading and mathematics methods.

The institution does not meet this standard as we found striking evidence of the institution making inappropriate assignments, including evidence of a single instructor being assigned to teach 10 disparate courses.

20. Offers grade-span specific coursework as appropriate ○

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

A single class with curriculum addressing students from preschoolers to high school seniors cannot adequately prepare both elementary and secondary teacher candidates in areas such as classroom management or instructing students with disabilities.

This institution does not meet this standard as we could find extensive evidence of single courses designed to teach both elementary and secondary candidates on topics benefiting from age-specific approaches (e.g., EDU 4204 Discipline and Classroom Management and EDU 3300 Introduction to Education/Special Needs Children).

21. Ensures that teacher candidates are prepared to teach in a global society NR

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We were unable to identify much in the way coursework, required or elective, or other institutional characteristics such as an opportunity to study abroad or high numbers of foreign students that would more fully prepare the institution's graduates to teach in a global society.



Exit Standards

Either state licensure standards are adequate or the institution sets a higher standard for program completion than licensure requires

If the state fails to establish rigorous licensure requirements, institutions are still obligated to ensure that their graduates meet high standards. For example, if the state does not require a licensure test that measures candidates' knowledge of every subject taught, institutions must fill this vacuum.

22. Elementary (EC-4/EC-6) ○

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The institution does not meet this standard because it relies only on the state's licensing test, the TExES elementary generalist test, to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four subject areas. This test is wholly inadequate—both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that action on the part of the state to remedy these deficiencies is needed, the institution could require a more meaningful test of reading instruction and insist that its teacher candidates pass assessments in each of four subject areas.

23. Middle School (Grades 4-8) ●

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The institution meets this standard because it only qualifies middle school teacher candidates for certification in areas for which the TExES licensing tests appear to be adequate.

24. Secondary (Grades 8-12) ◐

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The institution does not fully meet this standard. Acknowledging that flawed state regulation is the principal culprit for the prevalence of poor design of secondary programs across the state, the institution should not qualify secondary teacher candidates to teach multiple subjects by means of a "composite subjects" certification (e.g., preparing a teacher to teach "science" instead of chemistry, biology, physics and/or earth science). The institution could remedy the state's regulatory deficiency by requiring candidates to pass content assessments in each subject for exit.

25. Special Education (EC-12) NA

[+ Rationale](#) [+ Methodology](#) [+ State findings](#)

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