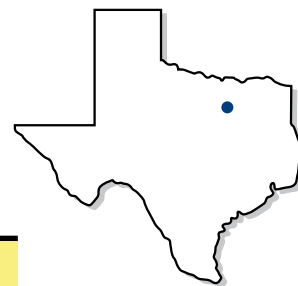




# East Texas Baptist University

Marshall, Texas

School of Education



## 2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

The integrity of the design of this institution’s teacher preparation programs is compromised by a number of significantly weak elements, notably reading and content preparation of elementary teacher candidates and subject matter preparation of 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. East Texas Baptist University 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 East Texas Baptist University is only rated as “selective” by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Teacher Education Program. Unfortunately, the program’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.

*Looking at a full range of course materials, there is no evidence of any instruction on the science of reading. We identified two required textbooks that did not address the science of reading.*

##### b. Adherence to science of reading throughout coursework NA

[+ 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.

*Because we could discern no evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #2a), any further rating on this standard is irrelevant.*

#### 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 does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.*

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

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**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 does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, art history, music history and science). Our conclusion took into consideration art, music and science courses designed specifically for teacher candidates.*

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**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.*

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**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.*

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**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 mathematics methods.*

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**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.*

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## 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.
- While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution does not fully meet the standard because of an inadequate program design in social studies. Acknowledging that flawed state regulation is the principal culprit for the prevalence of poorly designed social studies preparation 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 sufficient coursework in only one of these areas, 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.
- East Texas Baptist offers preparation in a unique dual certification area: EC-6 generalist/4-8 single subject. The institution fails to meet 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 science without requiring either a major in a 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 does not meet this standard as we were able to find evidence of the institution not offering all required courses each year (e.g., ENGL 3306, a course required for secondary English certification, is only offered every two years).*
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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, our limited examination of course requirements and descriptions suggests that the institution potentially appears to address essential professional topics for the secondary teacher, with the exception of mathematics methods for high school mathematics teacher candidates.*
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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 as it does not offer a full semester of full-time student teaching for secondary mathematics teacher candidates.*

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

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## Special Education Teacher Program

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

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### 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 Marshall 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.*

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### 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 meets this standard as we could find no evidence of faculty being inappropriately assigned.*

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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 only partially meets this standard as we could find evidence of single courses designed to teach both elementary and secondary candidates on topics benefiting from age-specific approaches (e.g., all sections of EDUC 3301 Professional Teacher/Diverse Learners use the same syllabi).*

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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 note that teacher candidates may benefit from the institution's prominent promotion of study abroad programs and world geography coursework requirements, but we did not find coursework requirements regarding foreign language, nor do foreign students comprise a significant proportion of the institution's student body.*



**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](#)

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

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Accreditation:	NCATE	TEAC	None
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**Number of Teachers (2009):** **54** Low Producer

Data are from the Texas Education Agency.

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Elementary:	25
Middle:	18
Secondary:	11
Special education:	0

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[+ Statewide teacher production](#)

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**Opportunities for institution to respond:** May 4, 2009; October 29, 2009; February 22, 2010

[+ More on communication](#)

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**Institution Comment:** *East Texas Baptist University has been fully accredited to prepare students to teach in Texas public schools since 1943. The University is accredited by the Southern Association of Colleges and Schools (SACS) to award baccalaureate degrees, and the Department of Teacher Education is accredited by the Texas Education Agency (TEA). The School of Education is also affiliated with the American Association of Colleges for Teacher Education. While we embrace accountability and are pleased to share syllabi and the results of data collection with various accrediting and governance bodies, these will not significantly change the ratings because of the criteria selected by NCTQ. Further, there are State laws and implementation rules that make compliance with some of NCTQ's criteria unattainable. Therefore, East Texas Baptist University chooses not to participate in this study and thanks NCTQ for this opportunity for input.*

[+ NCTQ responds to institution comments](#)

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