Executive Summary

Ed School Essentials

Evaluating the Fundamentals of Teacher Training Programs in TEXAS

National Council on Teacher Quality

Ed School Essentials: Evaluating the Fundamentals of Teacher Training Programs in Texas

AUTHORS
Julie Greenberg and Kate Walsh

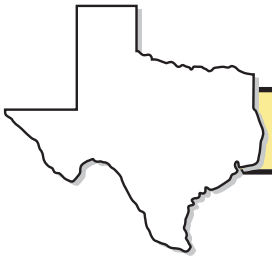
OUR THANKS
Research Analysts: Alicia Durfee, Kent Harrel, Megan Lebow, Michelle O'Brien, Laura Pomerance, Andy Reynolds
Database Design and Technical Support: Jeff Hale
Graphic Design: Colleen Hale and Morgan Nomura
Consultation: Vicki Snider

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EXECUTIVE SUMMARY

I. Background and rationale for this study

In this report, the National Council on Teacher Quality evaluates key features of 67 undergraduate institutions elementary, secondary and special education teacher preparation in the state of Texas. We apply 25 standards that bear directly on the capacity of those programs to attract talented individuals and prepare them to teach effectively. While it is not the first such study undertaken by NCTQ, it is by far our largest, a familiar role for the Lone Star state.

Our interest over the past five years in studying formal teacher preparation across the United States is consistent with NCTQ's broader organizational mission of understanding how institutions—be they state departments of education, legislatures, teachers' unions, school districts or education schools—help and hurt teacher quality in this country. We undertook this work because the public (ourselves included) knows far too little about the performance of individual education schools, in spite of a long tradition of heavy regulatory oversight along with the not inconsequential requirements for meeting regional or national accreditation.

As many have observed about higher education in general, the institutions preparing the nation's teachers suffer from many of the same ills that plagued PK-12 education for decades before the 1990s accountability movement: a lack of transparency and accountability to the public. Accordingly, the public knows very little about which education schools serve the public good and which do not.

In no sense does NCTQ proceed with the authority of a government regulator that must verify if an education school is qualified to prepare teachers for a state teaching license. Nor do we act as an accrediting body that must determine if an education school meets industry standards. While we frequently take issue with the process by which these entities confer their certificates of good health upon institutions, their role is not our role here. We are an advocacy group for improving teacher quality. No one in Texas or elsewhere is obligated to act on any finding or recommendation that we might make. The only tool in our kit is careful, accurate and fair research, which happens to generate findings and recommendations that make a lot of sense.

While education schools have always had more than their share of critics both within their own institutions and externally, their standing may never have been much lower than now. Criticism is harsh and coming from all corners.

"By almost any standard, many if not most of the nation's 1,450 schools, colleges and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom."

—Arne Duncan (2009)
U.S. Secretary of Education

"My proposal is to blow up all undergraduate schools of education in the United States."

—Craig Barrett (2009)
Retired Chairman and CEO, Intel
President Obama-appointed Chair, *Educate to Innovate*

"Today, despite many efforts at reform, teacher preparation is still inadequate for the realities of urban classrooms."

—Randi Weingarten (2007)
President, American Federation of Teachers

Why education schools must be examined

While the bluntness of the many critics of education schools may seem unfair or incendiary to some, they cannot be dismissed, as they reflect the depth of serious concern over the state of teacher preparation in the United States.

The challenge for the nation, including Texas, is to move beyond strong rhetoric to appreciate how critical it is that we hold education schools accountable for serving the public good and improving teacher quality.

Here's why:

1. The number of teachers capable of making the kinds of gains necessary to close the Achievement Gap between white, middle class children and poor, minority children is small—roughly only one in seven teachers.[1]
2. The group of teachers that is most likely to impede student progress is first-year teachers, regardless of what kind or how much preparation they have had.[2]
3. Research looking at formal teacher preparation in the aggregate (not individual programs) has yet to find that teachers who have formal teacher preparation are more apt to be effective than teachers who have had little to no preparation.[3]
4. While some of the explanations for the nation's teacher-quality problem cannot be blamed on poor preparation of teachers, others can:
    - We know that low admissions standards let too many teachers into the profession who lack the requisite skills to be effective.[4]
    - Teachers who don't know their subject matter can't teach it.
    - Teachers who don't know how to manage their classroom and who don't have other basic professional skills are unable to be effective.

These problems are all traced back to poor teacher preparation.

The significant role that teacher preparation plays in contributing to the nation's teacher-quality problem seems to not be apparent to government regulators and state school boards, at least not enough to lead to action. There are more than 1,400 education schools in the nation, 69 in Texas. Just over one percent of the nation's education schools are identified annually by states as "at-risk" or "low-performing." Texas has reported no "at risk" or "low-performing" education schools since 2006.[5]

NCTQ undertakes this work to better serve the consumers of education schools: aspiring teachers and the school districts that hire teachers. They currently

receive no meaningful information, from either government agencies or accrediting bodies, that allows them to weigh the quality of one education school against another. This explains why so many Texas school superintendents are eager to endorse this study, indicating that they will use the findings to improve hiring practices. (See page 22.)

For this unique approach, the standards that NCTQ has developed over the last five years and applied here in Texas, many for the first time, address the design of teacher preparation programs. (See page 34.) Our aim is to assess whether the fundamentals are in place to produce the best possible teachers, provided that instruction is of high quality and teacher candidates have the aptitude to gain from that instruction. In that sense, our standards represent necessary, but not sufficient, conditions for producing top-notch teachers.

The current practice of leaving consumers in the dark supports an untenable system in which institutions that do a terrible job keep doing a terrible job, while those doing a great job are, in essence, ignored. In particular, the four education schools that are identified in this report for the overall strength of design of their preparation programs deserve commendation, not to have the public assume they are part of the problem.

At the other end of the spectrum, we identify eight education schools that are in need of serious attention because they produce a significant number of teachers out of programs whose designs need significant improvement. Seven additional education schools are in need of significant redesign, but we do not designate them as being in need of serious attention only because their lower teacher production numbers make them less of a priority for the state.

This identification serves an important purpose: to alert the public and policymakers that some education schools in Texas, while they may have many strengths, suffer from serious problems in the fundamental design of programs.

There are 48 schools in the "middle" on which we offer no general designation. There are great differences in quality among these 48 schools. Nevertheless, until we return to Texas for a more comprehensive analysis that includes such key features as the content of professional preparation coursework and student teaching, we only present our findings on these institutions in the disaggregate—a useful tool for driving program improvement.

What do we mean by program fundamentals?

NCTQ looks at a school of education in the same way that a movie producer reviews a script while considering bankrolling a film. Our work focuses primarily on how a teacher preparation program is scripted, or designed. The features we look for in teacher preparation are those that lay the foundation of good preparation just as a good script does. Without a good script, the quality of the movie suffers even with a big budget, A-list stars and the latest special effects.



Texas Schools with Strong Overall Design

Dallas Baptist University,
Southern Methodist University,
The University of Texas – Pan American,
The University of Texas at Austin



Texas Schools in Need of Attention

Lamar University,
Midwestern State University,
Our Lady of the Lake University,
Texas A&M University - Commerce,
Texas Christian University,
Texas Tech University,
Texas Woman's University,
University of Houston

Small Schools in Need of Improvement

Arlington Baptist College,
East Texas Baptist University,
Houston Baptist University,
Howard Payne University,
Southwestern Adventist University,
Texas Wesleyan University,
Wiley College

What NCTQ learned about teacher preparation in Texas

1. The most consistent feature of teacher education in Texas is a lack of consistency. Rather than consensus there is inter-institutional confusion as to what it means to fully prepare a teacher for the classroom.

2. Well-meaning efforts to regulate Texas education schools have come up short, and at times have been counterproductive, tying the hands of education schools at all levels.

3. The content preparation of many Texas teachers is inadequate.

4. Many education schools patronize their teacher candidates, placing a high value on "edu-tainment" at the expense of rigor and intellectual engagement.

5. An inattention to output data suggests too little reflection on program improvement.

But a script isn't enough. Other elements of good film-making must also be brought to bear; otherwise, the movie will be headed for the DVD bin at a discount store.

To carry this analogy a step further, NCTQ is looking not just for a good script, but one that could produce an Oscar-worthy movie. We believe that teacher training programs, like movie studios, should not release a mediocre product, but something of lasting value—a timeless classic, if you will.

These programs, in other words, should provide their teacher candidates with all they need to enter a public school system and perform well, regardless of whether they are placed in a low- or high-performing school.

NCTQ's work in Texas is one step we are taking toward a 2011 national study in partnership with *U.S. News and World Report*. A careful reader will notice that there are many critical elements of teacher preparation only partially examined here, notably student teaching and the content of much of the professional coursework required of teacher candidates. Their omission is entirely due to timing, as an evaluation of Texas institutions against a full set of standards will take place in 2011.

II. Summary of findings

In the course of our two year study of 67 education schools in Texas, we learned much about the policies at these institutions, as well as how those policies play out in practice, particularly in the coursework requirements that indicate whether a teacher has been adequately prepared. Our findings, which now fill a 500-page report, can be mercifully condensed into five general observations, relevant not only to the institutions in the study but for Texas policymakers as well.

Observation 1. The most consistent feature of teacher education in Texas is a lack of consistency.

From a bird's-eye view, the many disparate approaches in teacher preparation taken by Texas institutions convey the impression of a field characterized by considerable confusion (which we note is no less true outside Texas). Though private and public education schools in Texas are not subject to identical oversight from the **Texas Higher Education Coordinating Board** and the **State Board for Educator Certification** (housed in the **Texas Education Agency**), the end result is that there may be as much variation within private and public groups of institutions as is found between them. Across the board, the interpretation of the path needed to become a teacher is, frankly, all over the map.

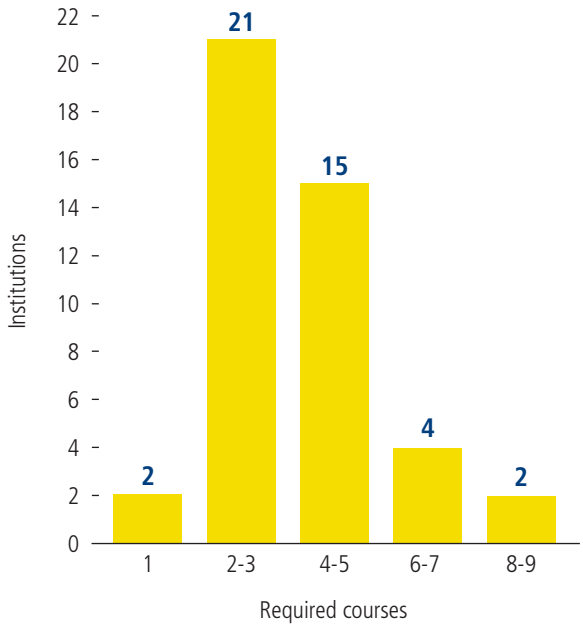
We observed the following:

1. Irrational variations in coursework requirements.

In many other critical areas, particularly in the content preparation of teachers, there is remarkably little consensus about the "best way" to prepare teachers in their subject area(s), even among institutions housed within the same system. The variances are significant regarding the amount of required coursework for future teachers as well as the essential topics to be covered.

For example, we found little consensus among Texas education schools about how much biology coursework is needed to qualify to teach middle school science.

How much biology coursework do teachers need in Texas for teaching middle school science?

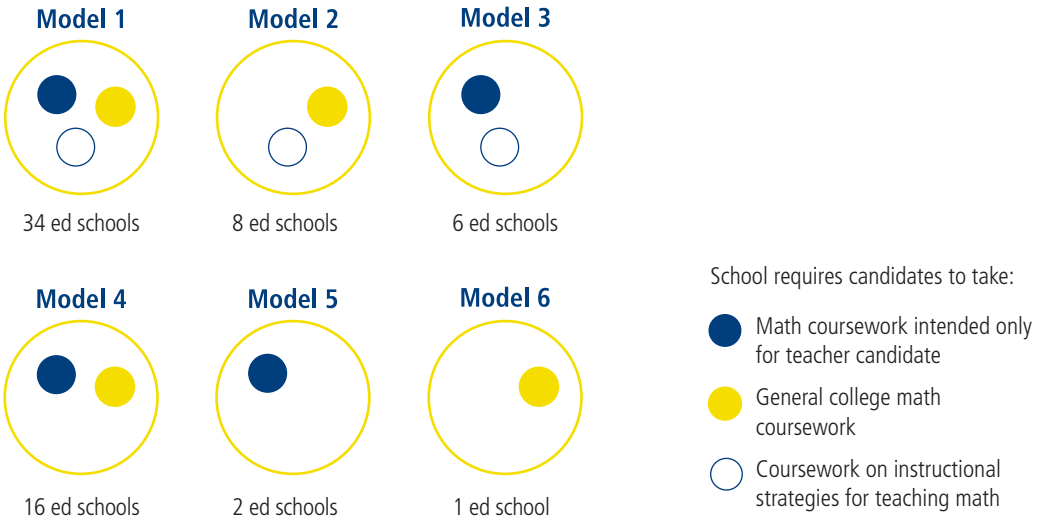


Texas institutions do not seem to agree on how many biology courses a middle school teacher needs. Depending on where a teacher candidate receives her training in the state, she may have to take as few as one course or even up to nine courses.

2. Mathematics preparation of elementary teachers.

Institutions across the United States cannot agree on how best to prepare an elementary teacher in mathematics. Texas is no exception. NCTQ identified no fewer than six distinct preparation models across Texas institutions: on one extreme is the model in which teacher candidates only take coursework in elementary mathematics topics and on the other is the model which requires teacher candidates to take the same mathematics coursework as any college student on the campus. Sometimes mathematics methods coursework is required, sometimes not. The most popular model (38 institutions) requires some of everything: elementary content, general college content and mathematics methods.

There are no fewer than six different models practiced in Texas for preparing elementary teachers in mathematics



To make matters even more confusing, within each of these models the amount of required courses varies substantially. For example, ***Southwestern University****,* ***The University of Texas at El Paso*** *and* ***Tarleton State University*** *all use Model 1. However,* ***Southwestern University*** *requires only one math course intended for teacher candidates,* ***The University of Texas at El Paso*** *requires two and* ***Tarleton State University*** *requires three. Unless elementary teacher candidates at each campus have significantly different needs, there is no good rationale for this variance.*

3. Intra-system variance.

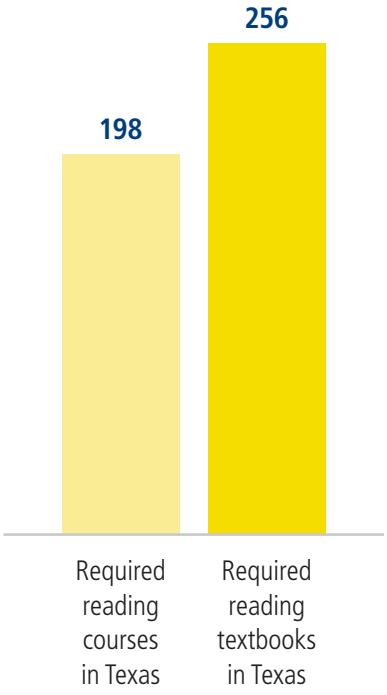
There is little evidence that even institutions housed within the same university system buy into a common approach. For example, three institutions in **The University of Texas** system take dramatically different approaches toward the content preparation of elementary teachers. At **The University of Texas of the Permian Basin**, elementary teacher candidates have the option of completing an academic major outside of education (and most do so); at **The University of Texas at Brownsville**, future elementary teachers take a 15-credit-hour minor in English; and at **The University of Texas at San Antonio**, no more than two classes are required in any one subject.

Could it be that these disparate approaches are signs of institutional creativity, not a field in disarray? Certainly in some instances, such an argument carries weight; one would not like to imagine a path to teacher preparation that allows for no institutional creativity or innovation. For example, **Texas A&M University** has created two new elementary mathematics courses (*Problem Solving in Mathematics* and *Integrated Mathematics*) for elementary teacher candidates. Such initiatives reflect institutional creativity that may hold great potential. Nonetheless, the apparent benefits of many of the "choices" we encountered lie well outside the bounds of creative decision-making.

4. Textbooks galore.

Perhaps no other feature exemplifies the chaotic nature of teacher preparation than the number of textbooks used to teach the same content matter in courses taught across the state. While most fields of study adopt a few standard, seminal texts for teaching students the basic foundational principles of the discipline, that's not the case here. We counted no fewer than 256 textbooks used in 198 courses we evaluated for reading instruction. The most commonly required books are used in no more than six courses, with 71 percent of the texts used in only one course.

One might conjecture that there are that many great reading textbooks out there. But of the 256 reading textbooks in Texas, only 17 were deemed to be adequate core textbooks by literacy experts, meaning that they accurately and thoroughly cover all five components of effective reading instruction. In fact, we found only one program that steered entirely clear of textbooks that contained errors or important omissions on how to teach reading.



Most fields of study use a few seminal texts in introductory college coursework. That is certainly not the case for course-work in reading instruction.

In their defense, many institutions argued that our reading evaluations were flawed because institutions routinely pass muster with the Texas Education Agency (TEA) for meeting the regulatory requirements. ***Why the disparity?***

What NCTQ does:
NCTQ bases its rating on review of the syllabi and textbooks for required reading courses. When reviewing the syllabus, we look only for the most basic evidence that the course: 1) devotes at least one lecture to each of the five essential components of reading (phonemic awareness, fluency, phonics, vocabulary and comprehension); and 2) teaches only those methods that were upheld by the report of the National Reading Panel, a requirement of Texas regulation. We have experts review textbooks to make sure that they too provide an accurate representation of the science of reading.

What TEA does:
TEA visits an approved preparation program every five years, in advance of which it asks the institution to complete an extensive self-report on its compliance with regulations. With regard to reading, institutions are asked to "Explain how the program teaches reading theories within the content areas and grade levels." If "time permits," regulators may visit classes. No course materials, such as syllabi or textbooks, are required but TEA retains the right to collect them and visit courses.[6]

Observation 2. Regulation and monitoring of education schools come up short.

Texas has taken a relatively aggressive role in regulating its education schools, but there is little evidence in our findings that this regulation has been effective.

- More than a decade ago, Texas issued regulations mandating that education schools teach the five components of reading science. These regulations were among the toughest in the nation at the time. As in most states that have imposed such regulations absent an effective licensing test, the regulations have had little effect. **Only one in four institutions (23 percent) is actually meeting the requirements of the regulations, just slightly more than the 15 percent of schools we find nationally.**

  It is well worth noting that we did find examples of exemplary practice in reading, including some of the strongest coursework we have seen anywhere in the nation, particularly at **Texas A&M University** and **Southern Methodist University**.

- Some of the regulations have tied the hands of education schools, notably the cap placed by the **Higher Education Coordinating Board** on the number of professional courses a public institution can require. That move, adopted in 1987, puts a limit on the number of education courses: no more than 18 to 24 credit hours, or six to eight courses. In the first instance, the cap sets an unrealistically low limit on the work that education schools need to accomplish. (Student teaching alone, for instance, is generally considered to be a 12-credit course.) In the second instance, the regulation allows so many exceptions (courses addressing early childhood education, English language learners, special education and bilingual education can be exempt) that it has become impossible to effectively monitor and very easy to game.

- In seeking to rein in the practice of teachers majoring in education, the state encourages the use of the academic interdisciplinary major. In theory, Texas could argue that it no longer allows teachers to major in education. But, in reality, the major has only managed to help education majors thrive under a different name. Take, for instance, the example of coursework required of elementary teacher candidates at **The University of Texas at Tyler**, illustrated on the next page.

Required courses in **The University of Texas at Tyler's** elementary teacher preparation program

Introduction to the Teaching Profession	3
Introduction to Special Populations	3
Integrating Technology in the Classroom	3
Teaching Skills and Classroom Management I	2
Teaching Skills and Classroom Management II	2
Educational Psychology: Learning	3
Introduction to Early Childhood Education	3
Child Growth and Development	3
Creativity, Play and Learning	3
Pre-Kindergarten and Elementary Literacy	3
Literacy in the Elementary Classroom	3
Assessment and Literacy Diagnosis Practicum	3
Corrective Reading in the Classroom	3
Teaching Social Studies in the Classroom	3
Curriculum in Early Childhood	3
Educational Strategies for Individuals with Special Needs	2
Teaching Mathematics in the Elementary School	3
Teaching Science in the Elementary School	3
Student Teaching	6
Student Teaching Seminar	0
Children's Literature	3
Science elective	4
World Regional Geography	3
Geology	3
College Algebra	3
Math Statistics	3

professional coursework – 57 credit hours

academic content – 19 credit hours

Of the 76 credits of required coursework, we could identify only 19 credit hours that were clearly academic in nature, well short of the 30 credit hours that are needed to constitute a full major. The university insists that some portion of the remaining 57 credits is "academic" even though all of the coursework appears pedagogical in nature. Clearly, the university is not offering a genuine interdisciplinary academic major, and if the credit hours of professional coursework satisfy the cap imposed by the Higher Education Coordinating Board (see above), it is only because Texas exempts many courses from being labelled as such.

We also found some examples of courses seemingly designed with only one intention: technically satisfying state regulation. For example, ***Lamar University*** *offers a single-semester course entitled* Integrated Social Studies*, which covers "history, geography, economics, government, citizenship, culture, and science, technology and society." A course purporting to cover so many topics provides an education in none.*

Observation 3. At all levels, in spite of relatively strong regulatory policy, the content preparation of Texas teachers is inadequate.

Compared to many other states, Texas regulations pertaining to the content preparation required of elementary teachers are pretty good. Texas is one of only seven states requiring their education schools to immerse elementary teacher candidates in the subjects they will teach—although there are notable omissions in literature, chemistry, physics and world history.

Unfortunately, institutions take great liberties in interpreting the existing requirements. For example, although Texas regulation requires future elementary teachers to be prepared in life, earth and physical sciences, the **University of Houston** allows teacher candidates to choose from a broad range of science courses to meet this requirement, including an elective in pharmacology.

A practical, incisive brief recently released by the **Sid Richardson Foundation Forum** makes a series of sound recommendations for improving teacher preparation in Texas.[7] The gist of a primary recommendation has been made repeatedly for decades both in and out of Texas: Liberal arts faculty must work together with schools of education to prepare teachers.

Nowhere has this collegial approach been better demonstrated than in the Texas home- grown model of **UTeach**. This program, now being replicated throughout the country, is largely successful because permanent faculty from the mathematics and science departments at those universities agree to teach teacher candidates, not relegate the instruction to adjuncts or graduate students.

It is not clear how some courses get approved, especially if the liberal arts college has to sign off. It may be that in the eagerness to meet an institution's regulatory obligations, killing several proverbial birds with one stone takes on a higher value than ensuring that teachers leave fully prepared in their content areas.

1. Elementary teachers' broad content-area preparation.

We could not identify a single institution in Texas that requires its elementary teacher candidates to take coursework across all basic subject areas. However, if we overlook institutions' failure to require art history and music history, four institutions meet this standard: **Concordia University**, **Texas A&M University - Kingsville**, **Texas A&M University - Texarkana** and **Texas Lutheran University**.

Along with art history and music history, the most commonly overlooked subjects are world history and geography, deficiencies that calls into question not only teacher candidates' ability to provide sound instruction in the elementary curriculum (acknowledging that most elementary curricula have abandoned world history), but also their ability to appreciate the varied cultural backgrounds of their students. A teacher's appreciation and working knowledge of children's diverse cultures and countries of origin serve as an essential learning bridge for children who were not born in the United States.

Subject-area lapses in teacher preparation across Texas

Elementary content area	Institutions with inadequate coursework requirements (n=66)
Music history	61
World history	59
Art history	58
World geography	37
World/American literature	23
Children's literature	18
American history	5
Multiple sciences	4

Not a single institution requires its elementary teacher candidates to take coursework across all basic subject areas.

2. Second career option for elementary teachers.
On a related standard, we found few institutions—with the exceptions of **Paul Quinn College**, **Southern Methodist University** and **The University of Texas at Dallas**—that ensure all elementary teacher candidates pursue a concentration of at least 18 credits in any one subject area. Such concentrations serve two important purposes: developing more advanced expertise in at least one subject and providing a second career option.

What is a second career option and why is it important?
Many institutions are reluctant to fail teacher candidates out of student teaching programs because they will lack the credits needed to graduate. In order to discourage "mercy passing," all elementary teacher candidates should be on track to complete a fallback major with which to graduate, completing enough coursework in a subject area that a single semester of additional coursework would allow a student to graduate with a degree other than teaching.

3. Elementary teachers' mathematics preparation.
Only four of the 59 institutions in this study for which we could evaluate math preparation—**Baylor University**, **Sam Houston State University**, **Tarleton State University** and **The University of Texas - Pan American**—require that teacher candidates take enough elementary mathematics courses.

It generally takes three courses to prepare an elementary teacher adequately, and these courses must address the right content. Elementary teacher candidates need to acquire an in-depth, conceptual understanding of the 12 topics common to an elementary and middle school curriculum. Not just any math course will do.[8]

With middle school generalist certification, it is possible to qualify to teach all four core subjects in grades 4 through 8 having taken little coursework in each of those subjects.

4. Middle school teachers' content-area preparation.
Most states are ambivalent in their regulations to prepare middle school teachers, and Texas is no exception. We found that in many institutions, it is possible to qualify to teach middle school after taking as few as one or two courses in a relevant discipline. Only 18 percent of institutions require middle school teacher candidates to take sufficient coursework in each of the subjects for which they will be certified to teach in the certification path we evaluated.

Institutional requirements in the science field illustrate this problem. In three institutions—**East Texas Baptist University**, **Stephen F. Austin State University**,and **West Texas A&M University**—middle school teacher candidates can gain certification to teach science by taking two or fewer courses in biology, chemistry, physics and earth science. Well over a third of the institutions still offer a middle school "generalist" certification. With this certification, it is possible to qualify to teach all four core subjects in grades 4 through 8 having taken little coursework in each of those subjects. Actually, only one institution in the state, **Lamar University**, comes close to requiring its middle school generalist teachers to achieve at least a minor in all four of the subjects for which she or he will be certified to teach.

5. High school teachers' content-area preparation.
There is good news here. Texas institutions are doing a fine job preparing high school teachers in English, history and math.

Science and social studies, however, are a different matter. Due to flawed state regulations and chronic shortages of science teachers, many teachers are deemed qualified to teach all four disciplines of science (biology, chemistry, physics and earth science) with little to no requirements of coursework in each.

A similar argument can be made for social studies, for which certification is overly broad. This can result in teachers prepared in history, for example, yet also considered equally qualified to teach government or economics, with little or no requisite coursework.

Nine out of 10 institutions in Texas offer this option to teacher candidates, certifying them to teach all disciplines of science and/or social studies even though this option either: 1) concentrates requirements in one discipline, with very skimpy preparation in the others, or 2) only requires a smattering of courses in each discipline, developing no real competency in any single one. It is not clear which choice does more of a disservice to high school students.

Two institutions illustrate the problem. At **The University of Texas at Austin**, a teacher candidate is permitted to select a route to science certification which would have him take a substantial 24 credit hours in physics, but only six credit hours in each of biology and geology. At **Texas A&M University**, future teachers take coursework in all four disciplines of science they will teach, but no more than eight credit hours in any one area.

The state's licensing test for science teachers provides no assurance that graduates from either program know a sufficient amount of physics because – unless the passing score is set at an abnormally high level of above 80 percent – it is possible to miss every physics question on the test and still pass the test.

Administrators at **The University of Texas at Austin**, one of the most respected institutions in the state for the preparation of science teachers, acknowledge that this particular certification option is deficient in regard to the needs of high school students, but they still feel it is necessary to offer this option. Blame the school districts, they say, who are able to easily persuade the Texas state school board that this is their best and only option to staff classes in the face of science-teacher shortages.

Observation 4. Institutions patronize their own students, placing a high value on "edu-tainment" at the expense of rigor and intellectual engagement.

We have found troubling evidence that many institutions believe the best way to prepare teachers is to have coursework mimic the educational experience of children, often through play, as if the teacher candidates were themselves the ages of the children they will one day teach. We observed a widespread (though not uniform) disregard for the intellectual foundations of teaching. We found an absence of compelling portrayals of instructional problems encountered by adults, who must have an arsenal of instructional strategies at the ready.

1. Special education preparation is particularly short-changed.
Reading difficulties are rife among students with learning disabilities, making preparation in the science of reading essential. Yet 14 of the 34 special education programs that we evaluated failed on all measures. Most troubling of all, nearly one-third of the institutions require fewer courses in reading in their special education programs than are required in their elementary programs.

***Most teacher candidates** spend an inordinate amount of time writing "reflective essays" in all manner of coursework, with little evidence that the candidates have been provided or could have the substantive knowledge and experience necessary for these exercises to have much value.*

***Nearly one-third of the institutions** require fewer courses in reading in their special education programs than are required in their elementary programs.*

Moreover, many courses on educating students with special needs fall far short of their ostensible purpose. One course, for example, covers only one of 10 instructional objectives on the needs of students with learning differences and requires zero assignments on the subject. Another course listed 12 outcome skills, including "establishing and maintaining rapport with individuals with exceptional learning needs," but mentioned nothing about how to teach such individuals.

2. Coursework often does everything but "stick to the knitting." Consider that a required course in *Culture, Community, Society and Schools* at one public university devoted 10 days of class meetings to the discussion of the book *Fast Food Nation*, an examination of the history and influence of the U.S. fast-food industry. A day or two, maybe, but 10? And in a description of an education psychology course, half the topics listed for a major assignment were off topic, including what a teacher candidate might do if a 7-week-old infant won't stop crying.

Where's the expertise?

One instructor at an institution teaches language development, creative expression, a math and science methods course, classroom management and child development.

3. Out-of-field teaching is not just a phenomenon in K-12 education. Teacher education may be unique in the prevalence of faculty charged with teaching the most disparate topics in education. The phenomenon is not unlike out-of-field teaching, which was the subject of much debate in the 1990s and taken on by the U.S. Congress under the No Child Left Behind Act. In approximately one out of 10 Texas schools of education, we were able to find examples of faculty being assigned to teach two or more totally unrelated subjects. At **LeTorneau University**, we found that a single faculty member taught language development, creative expression, a math and science methods course, classroom management and child development. At the **Rio Grande College of Sul Ross State University**, a single instructor taught math and science methods, a course on teaching diverse learners, and counseling.

Observation 5. An inattention to output data suggests too little reflection on program improvement.

Texas education schools will soon pay far more attention to output data than they have to date due to a recent statute that will dramatically change the nature of information available regarding the performance of teacher preparation program graduates. Senate Bill No. 174, signed by the governor on June 19, 2009, requires the **State Board of Educator Certification** to propose rules establishing standards to govern the approval of all educator preparation programs. These rules require that program approval be based on the average three-year performance of an institution's teacher graduates' students, along with the results of surveys given to school principals for the purpose of evaluating programs' effectiveness in preparing teachers. Notably, all of this information must be made publicly available.

These new requirements represent a huge leap for the state. One of NCTQ's standards—which all but three education schools failed to meet—is whether an education school solicits data on the performance of its graduates from school districts to make necessary improvements. While we recognize that most education schools do not yet have access to data on their graduates' students (though some in Texas do), there are intermediate steps that institutions could have been taking all along, well before value-added models were realized, in the interest of driving program improvement, such as obtaining the performance ratings of graduates on their evaluations .

For each program, we surveyed superintendents in two school districts that had indicated they hired teachers from an education school. We asked the school districts if the education school had ever sought out and received data on graduates' and their students' performances. School-district personnel indicated that only three institutions—**The University of Texas of the Permian Basin**, **University of Houston-Downtown** and **Wayland Baptist University**—had asked for these data. We then conveyed these results to each of the education schools, asking if they had any evidence that would dispute what we learned. While a number of education schools insisted that they met frequently with school-district officials, not a single institution provided evidence that key data were considered in the course of those meetings.

III. Regulatory remedies

More so than many other states, Texas officials over the years have taken on an activist role, forcing change on education schools. Many changes—such as requiring preparation in the science of reading, the elimination of the education major and caps on professional coursework—have been met with sharp, ideological opposition. While the overt opposition has died down, the results have been mixed at best. Institutions have found ways to work around the spirit in which these regulations were intended. Technical compliance became the name of the game, with the result that any substantive improvements are an illusion.

Many state officials around the country have done battle with education schools to force a better balance between teachers' professional coursework demands and subject preparation demands. However, these efforts have not worked that well, offering an important cautionary tale.

Regulatory remedies

1. Continue to raise admissions standards.
2. Improve the content preparation of elementary teacher candidates.
3. Eliminate the cap on professional coursework credits.
4. Modify the middle school generalist certification.
5. Fix composite certifications.
6. Use licensing tests to drive reform.
7. Make outcomes the basis for achieving reform.

What can Texas officials do to encourage more genuine reform?

1. Continue to raise admissions standards.

Commendably, Texas is one of 15 states making a test of academic proficiency a condition for admission into education schools. Because the test assesses the skills of the general college population (not simply teacher candidates), and cut-scores are set at a fairly high level, Texas is a leader among states for admissions standards. Two-thirds of the education schools surveyed meet or nearly meet NCTQ's standard, which calls for accepting only students from the top academic half of the college population. Of the remaining third, all but two–**Hardin-Simmons University** and **Sul Ross State University**—still exceed the standard set in most states.

By raising the Texas standard even slightly, all teacher candidates in the state, not just most, would comfortably be in the upper half of the nation's college population in terms of both mathematics and reading. A few courageous volunteers—**Dallas Baptist University**, **Texas A&M International University**, **Texas Woman's University**, **The University of Texas at Dallas**, **The University of Texas at Tyler** and **The University of Texas of the Permian Basin**—have already raised their admissions standard to this level. The state should follow their lead and raise the cut-scores on the THEA—the test of college readiness now most commonly used as an admissions test—to the level used by **Texas A&M International University**: 260 in reading and 250 in mathematics.

2. Improve the content preparation of elementary teacher candidates.

Texas's attempt to ensure appropriate content preparation at teacher preparation programs through its regulations regarding "interdisciplinary academic majors" has been ineffective.

NCTQ recommends a simpler alternative. First, shore up the existing weaknesses in the current standards for elementary content preparation.[9] Second, require that every elementary teaching candidate take at least **18 credit hours of coursework** that could lead to a major in one discipline.

3. Eliminate the cap on professional coursework credits.

Because Texas' definition of "professional coursework" is very narrow, this cap may not reduce the total number of required preparation courses so much as cause some aspects of preparation to be overemphasized and others to receive short shrift. As for what might take the cap's place as a means to control education coursework requirements from creeping upward, we recommend: 1) an honest accounting of all courses addressing vital areas of professional preparation (methods, child development, classroom management, assessment, special education, education policy challenges); and 2) a state mandate demanding that programs with excessive requirements show measurably superior results.

4. Modify the middle school generalist certification.

As currently designed, the middle school (grades 4-8) generalist certification, a popular option offered in just over a third of the education schools in this study, is untenable.[10] Those seeking to teach in grades 5 and 6 could instead pursue an elementary generalist certification. But the state should not ever license teachers for grades 7 or 8 who have not taken adequate coursework and separately demonstrated their knowledge of each of the four subjects they will teach.

5. Fix composite certifications.

Either the state should eliminate its high school science and social studies certifications, or institute stand-alone tests for each subject for which licensing is provided so long as the level of rigor in the new tests equals that of the current licensing tests.[11] As the tests stand now, a secondary teacher candidate with little knowledge of economics, for example, could answer all 16 economics questions on the social studies licensing test incorrectly and still be issued a license allowing him or her to teach economics in Texas's high schools. In contrast, Georgia now requires that secondary teachers (grades 6-12) who wish to be certified in social studies pass stand-alone tests in each subject they will teach: history, economics, geography and political science.[12] **Texas State University – San Marcos**' social studies certification program, which requires a major in history, political science or geography, and 15 hours each in the other two fields, shows that rigorous preparation in multiple subjects is possible.

6. Use licensing tests to drive reform.

Only teachers with a deep comfort level in the content they teach can adequately support students through the challenging instruction that we increasingly expect in our schools. Tests have their drawbacks, but they are the best means available to provide information on the content knowledge of Texas teachers.

The most important first step is to move to stand-alone licensing tests in reading and elementary mathematics. Currently, almost half of Texas's elementary teacher preparation programs are, in effect, ignoring Texas regulations on preparing elementary teachers in the science of reading. The nation's mathematics deficiencies have been well documented, a problem that undoubtedly begins with elementary teachers' own lack of knowledge in mathematics.[14] The most effective means to enforce the regulations are to create and require rigorous stand-alone licensing tests that assess understanding of the science of reading and elementary mathematics topics. For examples of regulatory frameworks that ensure elementary teachers are prepared to teach the science of reading, Texas should look to **Virginia**, **California**, **Connecticut** or **Massachusetts**. For an example of a regulatory framework in mathematics, **Massachusetts** offers the only viable model.[15]

7. Make outcomes the basis for achieving reform.

The latest effort by the Texas legislature to hold its individual education schools accountable, SB 174, moves Texas in the right direction: Identify a set of outcomes and hold schools accountable for meeting those outcomes.

Improve licensing tests by:

- Ensuring rigor, which is now lacking in the content test at the elementary level.
- Scoring all subjects separately and developing cut-scores for each subject.[13]
- Indicating publicly what percent of questions answered correctly is represented by each cut-score.
- Periodically releasing full tests for public review.

Institutionally based remedies

1. Adopt exit standards.
2. Improve elementary mathematics preparation.
3. Teach the science of reading.
4. Improve content preparation.

Institutionally-based remedies

1. Adopt exit standards.

Nothing prevents education programs or a consortium of education programs from developing and administering exit assessments of appropriate rigor in the areas in which current licensing tests are deficient. We would argue that any teacher preparation program that continues to offer certification programs for which current licensing tests are inadequate, and does not require its own exit tests, is not doing its part to improve teacher quality. We recommend that Texas programs with exemplary ratings on reading and mathematics preparation programs take the lead in obtaining and administering suitable reading pedagogy and elementary mathematics exit tests.

2. Improve elementary mathematics preparation.

Texas can also ensure that mathematics preparation of elementary teachers is improved by specifying the nature of coursework that preparation programs should offer by requiring three mathematics courses addressing elementary and middle school topics and one mathematics methods course focused on elementary topics—numbers and operations, in particular.[16] **Massachusetts** is also a model for developing a regulatory framework that accomplishes these goals in the area of mathematics preparation, with extensive regulatory guidance (and a rigorous, stand-alone mathematics test).[17]

3. Teach the science of reading.

Teacher preparation programs should take the following steps to improve reading preparation for both elementary and special education teacher candidates:

- Build faculty expertise in the science of reading.
- Ensure that the overall program design allows for sufficient and proper coverage of scientifically based reading instruction, with a coordinated sequence of teacher training in reading.
- Provide guidance to help instructors select strong textbooks from the vast number of available options.

4. Improve content preparation.

College administrators, liberal arts department chairs and education program administrators should configure general education and education program requirements to cover the broad liberal arts preparation required by elementary teachers, with requirements for coursework that can be skipped to account for teacher-candidate strengths or targeted to correct weaknesses.

IV. Conclusion

Most—but not all—Texas teacher preparation programs come up short on their obligation to adequately prepare students for the teaching profession. While it is true that many are meeting most of the standards set by the state and accrediting agencies, some of those standards, as noted, must be exceeded (and it is by no means illegal to do so) in order to make significant strides on improving the quality of teachers feeding into Texas public schools.

We are, in essence, asking these schools to rewrite their "scripts," to redesign their teacher training programs in such a way as to ensure that every component, from admissions criteria to exit exams, is in line with excellence. Otherwise, without providing the foundation identified here, a school of education has no chance of turning out teachers of the highest caliber.

Endnotes

[1] Roughly 15 percent of teachers are capable of producing 1.5 years gain in a single year, sufficient to close gaps provided students are assigned such teachers multiple years in a row. Value added estimates of teacher performance find remarkably similar patterns. Teachers in the 85th percentile of performance and above produce on average approximately 1.5 grade levels in growth in their students each year, approximately one in seven teachers. See for example Hanushek, Eric A. 1992. "The trade-off between child quantity and quality." *Journal of Political Economy* 100,no.1 (February):84-117; or Hanushek, Eric A., and Steven G. Rivkin. 2006. "Teacher quality." In *Handbook of the Economics of Education*, edited by Eric A. Hanushek and Finis Welch. Amsterdam: North Holland:1051-1078.

[2] Again the research is remarkably consistent on this front, showing that first-year teachers are significantly less effective than even their second-year peers. See for example Harris, D. N., & Sass, T. R. (2007). *Teacher training, teacher quality, and student achievement (CALDER working paper series*). Washington, DC: Urban Institute; Jepsen, C. (2005). Teacher characteristics and student achievement: Evidence from teacher surveys. *Journal of Urban Economics*, 57, 302-319; Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2006). What does certification tell us about teacher effectiveness? Evidence from New York City. *National Bureau of Economic Research Working Paper Series*, No. 12155; Rockoff, J. E. (2004). The impact of individual teachers on student achievement. *The American Economic Review*, 94(2), 247-252 and Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources*, 41(4): 778-820. There is no published research producing a different set of findings.

[3] On balance the research finds little evidence that the type of teacher preparation matters. For example, see Kane, T., Rockoff, J. & Staiger, D. (2006). What Does Certification Tell Us About Teacher Effectiveness? Evidence From New York City. Cambridge, MA: *National Bureau of Economic Research, Working Paper Series, No 12155*; Miller, J., McKenna, M. & McKenna, B. (1998). A Comparison of Alternatively and Traditionally Prepared Teachers. *Journal of Teacher Education*, 49(3): 165-176; Raymond, M., Fletcher, S. & Luque, J. (2001). *Teach for America: An Evaluation of Teacher Differences and Student Outcomes in Houston, Texas*. Stanford, CA: Center for Research on Education Outcomes; Constantine, J., Player D., Silva, T., Hallgren, K., Grider, M., & Deke, J. (2009). *An Evaluation of Teachers Trained Through Different Routes to Certification, Final Report* (NCEE 2009-4043). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

There are a few studies that run counter to the prevailing literature. For example, a recent North Carolina study did find that traditionally prepared elementary teachers achieved higher math gains in their students. See *How and Why do Teacher Credentials Matter for Student Achievement?* Charles T. Clotfelter, Helen F. Ladd, and Jacob L. Vigdor, National Center for Analysis of Longitudinal Data Education Research, March 2007.

[4] Ehrenberg, R., and Brewer, D., 1994, Do school and teacher characteristics matter? Evidence from high School and beyond. *Economics of Education Review* 13(1): 1-17; Wayne, A., and Youngs, P., 2003, Teacher characteristics and student achievement gains: A review. *Review of Educational Research* 71(1): 89-122; White, B. R., Presley, J. B., and DeAngelis, K. J., 2008, *Leveling up: Narrowing the teacher academic capital gap in Illinois* (IERC 2008-1). Edwardsville, IL: Illinois Education Research Council; Winkler, D., 1975, Educational achievement and school peer composition. *Journal of Human Resources* 10: 189-204. McKinsey & Co., *How the World's Best-Performing School Systems Come Out on Top*, (September 2007) 16.

Further 64 percent of all education schools in the United States reside in institutions with admissions standards such that at least half of their students are in the bottom half of their college attending graduation class. Some percentage of the education schools may have a higher standard for admission than their own institution (as is the case in Texas), but the percentage is unknown.

[5] *A Highly Qualified Teacher in Every Classroom: The Secretary's Annual Report on Teacher Quality*, 2006, https://title2.ed.gov/secReport06.asp

Texas information is taken from its annual Title II reports (https://title2.ed.gov/Title2DR/LowPerforming.asp). The state agency overseeing Texas education schools—the Texas Education Agency (TEA)—did not even have the authority to revoke approval until 2009.

[6] Information on monitoring visits is posted at http://www.sbec.state.tx.us/SBECOnline/edprep/establishedpgm.asp#ed

Although not listed as one of the features of a monitoring visit, TEA staff indicate that they "review course syllabi, modules and curriculum content for alignment with the standards and Texas Administrative Code," email communication, Dr. Janice Lopez, Director of Educator Standards, TEA, April 12, 2010.

[7] *Delivering a high quality teacher workforce for Texas: Reconsidering university-based teacher preparation in Texas, renewing commitments, and improving practice in the twenty-first century*. A report by the Sid W. Richardson Foundation Forum http://www.sidrichardson.org/SRFEducationReport.pdf

[8] Whole numbers and place value; fractions and integers; decimals (including ratio, proportion, percent); estimation; constants, variables, expressions; equations; graphs and functions; measurement; basic concepts in plane and solid geometry; polygons and circles; perimeter, area, surface area, volume; probability and data display and analysis.

[9] As discussed in NCTQ's State Teacher Policy Yearbook (http://www.nctq.org/stpy09/reports/stpy_texas.pdf) Texas should consider additional specificity regarding its standards in literature and world history in particular and structure its licensing test so that it reports passing scores. It should also allow teacher candidates to test out of core coursework requirements so that qualified candidates may pursue other course selections and are not forced to retake survey courses they may have already had in high school.

[10] We have been told that this strange certification spanning elementary and middle school grades was conceived for the least sensible reason imaginable: to have the three certification grade-spans (elementary, middle and secondary) all cover the same number of grades regardless of the fact Texas does not organize its schools in this way.

[11] The National Task Force on Certification in Physics has recently issued a report urging states to "remove general science teacher certification and replace it with endorsements in individual subject areas." *National Task Force on Certification in Physics: Report Synopsis*, January 28, 2010, American Association of Physics Teachers. http://www.aapt.org/aboutaapt/reports/upload/PTEC_Task_Force_Report.pdf

[12] Information on Georgia's licensing tests can be found at http://www.gace.nesinc.com/

[13] At least one other state (Florida) is moving towards an elementary licensing test that is capable of also providing separate scores for English/language arts, social studies and science. Texas should do the same.

[14] NCTQ's national study on the mathematics preparation of elementary teachers discusses this and can be found at: http://www.nctq.org/p/publications/docs/nctq_ttmath_fullreport_20090603062928.pdf

[15] The guidelines can be found at: Massachusetts Dept. of Education, *Guidelines for the Mathematical Preparation of Elementary Teachers*, (June 2007), p. 4: http://www.doe.mass.edu/mtel/MathGuidance.pdf

Sample test items can be found at: http://www.mtel.nesinc.com/PDFs/MA_FLD003_SubtestII_PRACTICE_TEST.pdf

[16] NCTQ's national study on the mathematics preparation of elementary teachers can be found at http://www.nctq.org/p/publications/docs/nctq_ttmath_fullreport_20090603062928.pdf Resources for instructors teaching elementary content mathematics courses for elementary teacher candidates can be found at: http://www.nctq.org/resources/math/

[17] The guidelines can be found at: Massachusetts Dept. of Education, *Guidelines for the Mathematical Preparation of Elementary Teachers*, (June 2007), p. 4: http://www.doe.mass.edu/mtel/MathGuidance.pdf

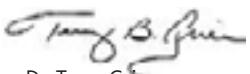
Sample test items can be found at: http://www.mtel.nesinc.com/PDFs/MA_FLD003_SubtestII_PRACTICE_TEST.pdf

Statement of Support

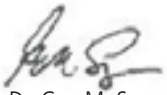
The quality of a district's teachers is one of its most valuable assets. The preparation of the teachers we hire is critical to the goals that we as school superintendents share for improving educational outcomes for our students. All of us believe that having more information about the specific preparation provided by education schools from which we hire will enhance the ability of the school districts in Texas to make informed hiring decisions. The more we know, the more strategic we can be in the selection and placement of new teachers.

We endorse the goals of the National Council on Teacher Quality's project to review education schools and express our commitment to fully consider these ratings in our future recruitment strategies.

Texas Superintendents of Schools


Dr. Terry Grier
Houston ISD


Dr. David Anthony
Cypress-Fairbanks ISD

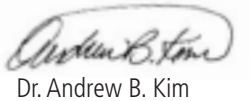

Dr. Guy M. Sconzo
Humble ISD

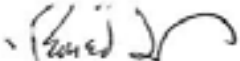

Dr. J. Lyon
Hays Consolidated ISD

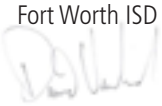

Dr. Karen Garza
Lubbock ISD

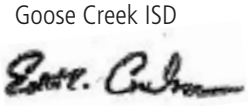

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Fort Worth ISD

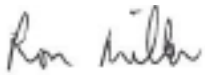

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Goose Creek ISD


Dr. Andrew B. Kim
Manor ISD

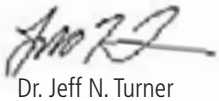

Dr. Robert Duron
San Antonio ISD

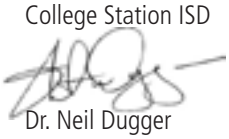

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Frenship ISD


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College Station ISD


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Plainview ISD


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Coppell ISD

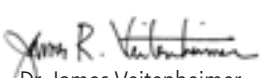

Dr. Neil Dugger
Irving ISD

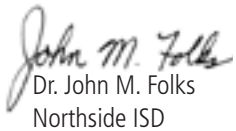

Dr. Bob Morrison
Mansfield ISD


Dr. Michael Bergman
Hitchcock ISD

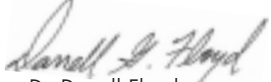

Mr. Emilio Castro
Kingsville ISD

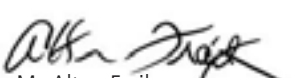

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Corpus Christi ISD


Dr. James Veitenheimer
Keller ISD


Dr. John M. Folks
Northside ISD


Dr. Kirk Lewis
Pasadena ISD

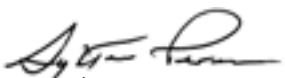

Dr. Danell Floyd
Stephenville ISD

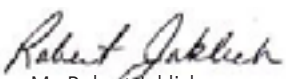

Mr. Alton Frailey
Katy ISD

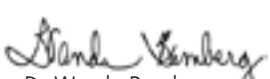

Dr. David Polnick
Abilene ISD

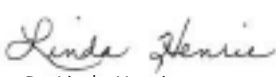

Dr. Robin Battershell
Temple ISD


Dr. Hector Mendez
Ector County ISD


Dr. Sylvester Perez
Midland ISD


Mr. Robert Jaklich
Harlandale ISD


Dr. Wanda Bamberg
Aldine ISD


Dr. Linda Henrie
Mesquite ISD

Summary Rating Tables

The tables that follow summarize ratings of the 67 Texas education schools when evaluated using 20 National Council on Teacher Quality (NCTQ) teacher preparation standards.[1]

Our full report provides a full rationale for each of the 25 NCTQ standards. It also contains discussion of findings on all 25 standards. The report is available at www.nctq.org/edschoolreports.

[1] Summary tables are not provided for the following five NCTQ standards:

Standard 7: Prepares teacher candidates for the profession (not rated because sufficient data was not available)
Standard 8: Student teaching effectively prepares teacher candidates for the challenges of the classroom (evaluation pending)
Standard 12: Prepares high school teacher candidates for the profession (not rated because sufficient data was not available)
Standard 13: Student teaching effectively prepares high school teacher candidates for the challenges of the classroom (evaluation pending)
Standard 21: Ensures that teacher candidates are prepared to teach in a global society (not rated as this standard is still in a development phase)

NCTQ Standard 1. Admits teacher candidates with strong academic records

How Texas institutions fare on this standard

Institutions with Exemplary Design
Texas A&M International University, The University of Texas at Dallas.

Institutions Meet Standard
Baylor University, Dallas Baptist University, LeTourneau University, Southern Methodist University, Southwestern University, Texas A&M University, Texas Christian University, Texas Woman's University, The University of Texas at Austin, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Dallas, University of St. Thomas

Institutions Nearly Meet Standard
Abilene Christian University, Houston Baptist University, Jarvis Christian College, Lubbock Christian University, McMurry University, Prairie View A&M University, Rio Grande College of Sul Ross State University, Sam Houston State University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, St. Mary's University, Stephen F. Austin State University, Texas A&M University - Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Texarkana, Texas College, Texas Lutheran University, Texas Southern University, Texas Wesleyan University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at El Paso, University of Houston, University of Houston-Clear Lake, University of Mary Hardin-Baylor, University of North Texas, Wayland Baptist University, West Texas A&M University, Wiley College

Institutions Partly Meet Standard
Angelo State University, Arlington Baptist College, Concordia University, East Texas Baptist University, Howard Payne University, Huston-Tillotson University, Midwestern State University, Our Lady of the Lake University, Paul Quinn College, Schreiner University, Tarleton State University, Texas A&M University, Texas A&M University – Kingsville, Texas State University-San Marcos, Texas Tech University, The University of Texas at Brownsville, The University of Texas at San Antonio, University of Houston – Downtown, University of Houston-Victoria, University of the Incarnate Word

Institutions Meet Small Part of Standard
Lamar University.

Institutions Do Not Meet Standard
Hardin-Simmons University, Sul Ross State University.

ELEMENTARY TEACHER PREPARATION

NCTQ Standard 2a. Extent to which the science of reading is covered

How Texas institutions fare on this standard

Institutions with Exemplary Design
Texas A&M University

Institutions Meet Standard
LeTourneau University, McMurry University, Southern Methodist University, Southwestern Assemblies of God University, Texas A&M University – Kingsville, Texas Southern University, The University of Texas – Pan American, The University of Texas at Austin, The University of Texas at Dallas, University of Houston – Downtown, University of North Texas, Wayland Baptist University

Institutions Nearly Meet Standard
Baylor University, Dallas Baptist University, Lubbock Christian University, Schreiner University, St. Mary's University, Texas State University-San Marcos, University of Mary Hardin-Baylor

Institutions Partly Meet Standard
Angelo State University, Arlington Baptist College, Tarleton State University, The University of Texas at Arlington, The University of Texas at Tyler, University of Houston-Clear Lake

Institutions Meet Small Part of Standard
Abilene Christian University, The University of Texas of the Permian Basin, University of Houston, University of the Incarnate Word, West Texas A&M University

Institutions Do Not Meet Standard
Concordia University, East Texas Baptist University, Houston Baptist University, Howard Payne University, Lamar University, Midwestern State University, Our Lady of the Lake University, Sam Houston State University, Southwestern Adventist University, St. Edward's University, Stephen F. Austin State University, Texas A&M International University, Texas A&M University – Commerce, Texas A&M University - Corpus Christi, Texas A&M University – Texarkana, Texas Christian University, Texas Lutheran University, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas at El Paso, The University of Texas at San Antonio, University of Dallas, University of Houston-Victoria, Wiley College

Institutions Whose Performance Cannot Be Determined
Hardin-Simmons University, Prairie View A&M University, Huston-Tillotson University, Jarvis Christian College, Paul Quinn College, Rio Grande College of Sul Ross State University, Southwestern University, Sul Ross State University, Texas College, The University of Texas at Brownsville, University of St. Thomas

ELEMENTARY TEACHER PREPARATION

NCTQ Standard 2b. Adherence to the science of reading throughout coursework

How Texas institutions fare on this standard

Institutions with Exemplary Design
Southern Methodist University

Institutions Meet Standard
Baylor University

Institutions Nearly Meet Standard
Angelo State University, Dallas Baptist University, LeTourneau University, Texas A&M University, Texas A&M University – Kingsville, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Dallas, University of Houston – Clear Lake, University of Mary Hardin-Baylor, University of North Texas

Institutions Partly Meet Standard
McMurry University, Southwestern Assemblies of God University, University of Houston – Downtown, Wayland Baptist University

Institutions Meet Small Part of Standards
Schreiner University, St. Mary's University

Institutions Do Not Meet Standard
Arlington Baptist College, Lubbock Christian University, Tarleton State University, Texas Southern University, Texas State University – San Marcos, The University of Texas at Austin, The University of Texas at Tyler

Institutions For Which Rating On This Standard Is Irrelevant
Abilene Christian University, Concordia University, East Texas Baptist University, Houston Baptist University, Howard Payne University, Lamar University, Midwestern State University, Our Lady of the Lake University, Sam Houston State University, Southwestern Adventist University, St. Edwards University, Stephen F. Austin State University, Texas A&M International University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Texarkana, Texas Christian University, Texas Lutheran University, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas of the Permian Basin, University of Dallas, University of Houston, University of Houston – Victoria, University of the Incarnate Word, West Texas A&M University, Wiley College

Institutions Whose Performance Cannot Be Determined
Hardin-Simmons University, Huston-Tillotson University, Jarvis Christian College, Paul Quinn College, Prairie View A&M University, Rio Grande College of Sul Ross State University, Southwestern University, Sul Ross State University, Texas College, The University of Texas at Brownsville, University of St. Thomas

ELEMENTARY TEACHER PREPARATION

NCTQ Standard 3. Prepares teacher candidates to teach mathematics

How Texas institutions fare on this standard

● Institutions Meet Standard
Baylor University, Sam Houston State University, Tarleton State University, The University of Texas – Pan American

◕ Institutions Nearly Meet Standard
Abilene Christian University, Angelo State University, Dallas Baptist University, East Texas Baptist University, Midwestern State University, Rio Grande College of Sul Ross State University, St. Edward's University, Stephen F. Austin State University, Texas A&M International University, Texas A&M University, Texas A&M University – Corpus Christi, Texas Lutheran University, Texas Southern University, Texas State University-San Marcos, Texas Tech University, The University of Texas at Austin, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Houston – Clear Lake, University of Houston – Victoria, University of North Texas, West Texas A&M University

◑ Institutions Partly Meet Standard
Concordia University, Howard Payne University, Lamar University, Schreiner University, Southern Methodist University, St. Mary's University, Texas A&M University – Texarkana, The University of Texas at Arlington, The University of Texas at Brownsville, The University of Texas at Dallas, The University of Texas at El Paso, University of Houston – Downtown. University of the Incarnate Word, Wayland Baptist University

◔ Institutions Meet Small Part of Standard
Arlington Baptist College, Houston Baptist University, LeTourneau University, Lubbock Christian University, Texas A&M University – Commerce, Texas A&M University – Kingsville, Texas Woman's University, Wiley College

○ Institutions Do Not Meet Standard
Jarvis Christian College, McMurry University, Southwestern Adventist University, Southwestern Assemblies of God University, Texas College, Texas Wesleyan University, University of Dallas, University of Houston, University of Mary Hardin-Baylor, University of St. Thomas

? Institutions Whose Performance Cannot Be Determined
Hardin-Simmons University, Huston-Tillotson University, Our Lady of the Lake University, Paul Quinn College, Prairie View A&M University, Southwestern University, Sul Ross State University, Texas Christian University

ELEMENTARY TEACHER PREPARATION

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

How Texas institutions fare on this standard

◕ Institutions Nearly Meet Standard
Concordia University, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Lutheran University, University of Dallas, University of Houston – Victoria

◑ Institutions Partly Meet Standard
Abilene Christian University, Angelo State University, Arlington Baptist College, Dallas Baptist University, Howard Payne University, LeTourneau University, Lubbock Christian University, Paul Quinn College, Southwestern Adventist University, Southwestern Assemblies of God University, St. Mary's University, Stephen F. Austin State University, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of the Incarnate Word

◔ Institutions Meet Small Part of Standards
Hardin-Simmons University, Huston-Tillotson University, Jarvis Christian College, Prairie View A&M University, Schreiner University, Tarleton State University,Texas A&M International University, Texas A&M University, Texas A&M University - Corpus Christi, Texas College, Texas Southern University, Texas State University – San Marcos, Texas Tech University, The University of Texas at Austin, The University of Texas at El Paso, University of Houston – Clear Lake, University of Mary Hardin-Baylor, University of North Texas, Wiley College

○ Institutions Do Not Meet Standard
Baylor University, East Texas Baptist University, Houston Baptist University, Lamar University, McMurry University, Midwestern State University, Our Lady of the Lake University, Rio Grande College of Sul Ross State University, Sam Houston State University, Southern Methodist University, Southwestern University, St. Edward's University, Sul Ross State University, Texas A&M University – Commerce, Texas Christian University, Texas Wesleyan University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Brownsville, The University of Texas at Dallas, University of Houston, University of Houston – Downtown, Wayland Baptist University, West Texas A&M University

? Institutions Whose Performance Cannot Be Determined
University of St. Thomas

ELEMENTARY TEACHER PREPARATION

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

How Texas institutions fare on this standard

Institutions With Exemplary Design
Southern Methodist University

Institutions Meet Standard
Paul Quinn College, The University of Texas at Dallas

Institutions Nearly Meet Standard
Arlington Baptist College, Concordia University, East Texas Baptist University, Howard Payne University, Huston-Tillotson University, Jarvis Christian College, LeTourneau University, Lubbock Christian University, Prairie View A&M University, Rio Grande College of Sul Ross State University, Schreiner University, Southwestern Adventist University, St. Edward's University, St. Mary's University, Sul Ross State University, Tarleton State University, Texas A&M International University, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Lutheran University, Texas Wesleyan University, The University of Texas – Pan American, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at El Paso, University of Dallas, University of Houston – Downtown, University of Houston – Victoria, University of Mary Hardin-Baylor, University of the Incarnate Word, Wayland Baptist University, Wiley College

Institutions Partly Meet Standard
Dallas Baptist University, The University of Texas of the Permian Basin

Institutions Meet Small Part of Standard
Abilene Christian University, Angelo State University, Hardin-Simmons University, Houston Baptist University, Lamar University, Midwestern State University, Our Lady of the Lake University, Sam Houston State University, Southwestern Assemblies of God University, Stephen F. Austin State University, Texas A&M University, Texas College, Texas Southern University, Texas State University – San Marcos, Texas Tech University, The University of Texas at Arlington, The University of Texas at Tyler, University of North Texas, West Texas A&M University

Institutions Do Not Meet Standard
Baylor University, McMurry University, Southwestern University, Texas A&M University – Commerce, Texas Christian University, Texas Woman's University, The University of Texas at San Antonio, University of Houston, University of Houston – Clear Lake

Institutions Whose Performance Cannot Be Determined
University of St. Thomas

ELEMENTARY TEACHER PREPARATION

NCTQ Standard 6. Offers all required courses at least once a year

How Texas institutions fare on this standard

Institutions Meet Standard
Abilene Christian University, Angelo State University, Arlington Baptist College, Baylor University, Concordia University, Dallas Baptist University, East Texas Baptist University, Hardin-Simmons University, Houston Baptist University, Howard Payne University, Huston-Tillotson University, Jarvis Christian College, Lamar University, LeTourneau University, Lubbock Christian University, McMurry University, Midwestern State University, Our Lady of the Lake University, Prairie View A&M University, Rio Grande College of Sul Ross State University, Sam Houston State University, Schreiner University, Southern Methodist University, Southwestern Adventist University, Southwestern Assemblies of God University, Southwestern University, St. Edward's University, St. Mary's University, Stephen F. Austin State University, Tarleton State University, Texas A&M International University, Texas A&M University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Christian University, Texas College, Texas Lutheran University, Texas Southern University, Texas State University – San Marcos, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at Dallas, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Dallas, University of Houston, University of Houston – Clear Lake, University of Houston – Downtown, University of Houston – Victoria, University of Mary Hardin-Baylor, University of North Texas, Wayland Baptist University, West Texas A&M University

Institutions Do Not Meet Standard
University of the Incarnate Word

Institutions Whose Performance Cannot Be Determined
Paul Quinn College, Sul Ross State University, University of St. Thomas, Wiley College

SECONDARY TEACHER PREPARATION

NCTQ Standard 9. Prepares high school teacher candidates to teach their subject area

How Texas institutions fare on this standard

Institutions With Exemplary Design
Texas State University – San Marcos

Institutions Meet Standard
Schreiner University, Texas Wesleyan University, Wiley College

Institutions Nearly Meet Standard
Abilene Christian University, Baylor University, Concordia University, Dallas Baptist University, East Texas Baptist University, Hardin-Simmons University, Houston Baptist University, Howard Payne University, Huston-Tillotson University, Jarvis Christian College, Lamar University, LeTourneau University, Lubbock Christian University, McMurry University, Midwestern State University, Our Lady of the Lake University, Rio Grande College of Sul Ross State University, Sam Houston State University, Southern Methodist University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, St. Mary's University, Stephen F. Austin State University, Sul Ross State University, Tarleton State University, Texas A&M International University, Texas A&M University – Commerce, Texas A&M University – Texarkana, Texas Lutheran University, Texas Southern University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Houston – Clear Lake, University of Houston – Downtown, University of Houston – Victoria, University of Mary Hardin-Baylor, University of North Texas, Wayland Baptist University

Institutions Partly Meet Standard
Angelo State University, Texas A&M University, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas Christian University, Texas Tech University, West Texas A&M University

Institutions Do Not Meet Standard
Arlington Baptist College, Southwestern University, University of Dallas

Institutions Whose Performance Cannot Be Determined
Paul Quinn College, Prairie View A&M University, Texas College, The University of Texas at Dallas, University of Houston, University of St. Thomas, University of the Incarnate Word

SECONDARY TEACHER PREPARATION

NCTQ Standard 10. Prepares middle school teacher candidates to teach their subject area

How Texas institutions fare on this standard

Institutions with Exemplary Design
Houston Baptist University

Institutions Meet Standard
Huston-Tillotson University, Jarvis Christian College, Southwestern Assemblies of God University, Texas Wesleyan University, The University of Texas at Austin

Institutions Nearly Meet Standard
Dallas Baptist University, Lamar University, Texas A&M University – Texarkana, Texas State University – San Marcos, Wayland Baptist University

Institutions Partly Meet Standard
Abilene Christian University, Hardin-Simmons University, Howard Payne University, Lubbock Christian University, McMurry University, Our Lady of the Lake University, Prairie View A&M University, Sam Houston State University, Southern Methodist University, St. Edward's University, Tarleton State University, Texas A&M University, Texas Christian University, Texas Lutheran University, Texas Tech University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Brownsville, The University of Texas at Tyler, University of Houston - Clear Lake, University of Houston – Victoria, University of Mary Hardin-Baylor

Institutions Meet Small Part of Standards
Angelo State University, Arlington Baptist College, Baylor University, Concordia University, LeTourneau University, Midwestern State University, Rio Grande College of Sul Ross State University , Schreiner University, Sul Ross State University, Texas A&M International University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, The University of Texas at Arlington, University of North Texas

Institutions Do Not Meet Standard
East Texas Baptist University, Southwestern Adventist University, Southwestern University, St. Mary's University, Stephen F. Austin State University, Texas Southern University, The University of Texas at Dallas, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas of the Permian Basin, University of Dallas, University of Houston, University of Houston – Downtown, West Texas A&M University

Institutions Whose Performance Cannot Be Determined
Paul Quinn College, Texas College, University of St. Thomas, University of the Incarnate Word, Wiley College

SECONDARY TEACHER PREPARATION

NCTQ Standard 11. Offers all required courses (high school certification) at least once a year

How Texas institutions fare on this standard

● Institutions Meet Standard
Abilene Christian University, Arlington Baptist College, Baylor University, Concordia University, Dallas Baptist University, Hardin-Simmons University, Houston Baptist University, Howard Payne University, Huston-Tillotson University, Jarvis Christian College, Lamar University, LeTourneau University, Lubbock Christian University, McMurry University, Midwestern State University, Our Lady of the Lake University, Prairie View A&M University, Rio Grande College of Sul Ross State University, Sam Houston State University, Schreiner University, Southern Methodist University, Southwestern Adventist University, Southwestern Assemblies of God University, Southwestern University, St. Edward's University, St. Mary's University, Stephen F. Austin State University, Tarleton State University, Texas A&M International University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Christian University, Texas College, Texas Lutheran University, Texas Southern University, Texas State University – San Marcos, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at Dallas, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas of the Permian Basin, University of Dallas, University of Houston, University of Houston – Clear Lake, University of Houston – Downtown, University of Houston – Victoria, University of Mary Hardin-Baylor, University of North Texas, University of the Incarnate Word, Wayland Baptist University, West Texas A&M University

○ Institutions Do Not Meet Standard
East Texas Baptist University

? Institutions Whose Performance Cannot Be Determined
Angelo State University, Paul Quinn College, Sul Ross State University, Texas A&M University, The University of Texas at Tyler, University of St. Thomas, Wiley College

SPECIAL EDUCATION TEACHER PREPARATION

NCTQ Standard 14. Prepares teacher candidates to teach early reading

How Texas institutions fare on this standard

★ Institutions With Exemplary Design
Baylor University

● Institutions Meet Standard
LeTourneau University, Texas A&M University, Texas A&M University – Kingsville, Texas Southern University, Texas State University – San Marcos, The University of Texas – Pan American, The University of Texas at Austin, University of North Texas, Wayland Baptist University

◕ Institutions Nearly Meet Standard
University of Mary Hardin-Baylor

◑ Institutions Partly Meet Standard
Angelo State University, Tarleton State University, The University of Texas at Tyler,

◔ Institutions Meet Small Part of Standard
Abilene Christian University, Texas A&M University – Commerce, The University of Texas at El Paso, The University of Texas of the Permian Basin, University of Houston, West Texas A&M University,

○ Institutions Do Not Meet Standard
Houston Baptist University, Lamar University, Our Lady of the Lake University, Sam Houston State University, Stephen F. Austin State University, Texas A&M International University, Texas A&M University – Corpus Christi, Texas A&M University – Texarkana, Texas Christian University, Texas Tech University, Texas Woman's University, The University of Texas at San Antonio, University of Houston – Clear Lake, University of Houston – Victoria

NA Institutions For Which Rating On This Standard Is Irrelevant
Arlington Baptist College, Concordia University, Dallas Baptist University, East Texas Baptist University, Howard Payne University, Lubbock Christian University, McMurry University, Paul Quinn College, Rio Grande College of Sul Ross State University, Schreiner University, Southern Methodist University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, St. Mary's University, Sul Ross State University, Texas College, Texas Lutheran University, Texas Wesleyan University, The University of Texas at Arlington, The University of Texas at Dallas, University of Dallas, University of Houston – Downtown, University of the Incarnate Word, Wiley College

? Institutions Whose Performance Cannot Be Determined
Hardin-Simmons University, Huston-Tillotson University, Jarvis Christian College, Midwestern State University, Prairie View A&M University, Southwestern University, The University of Texas at Brownsville, University of St. Thomas

SPECIAL EDUCATION TEACHER PREPARATION

NCTQ Standard 15. Prepares teacher candidates to teach elementary mathematics

How Texas institutions fare on this standard

● **Institutions Meet Standard**
Abilene Christian University, Baylor University, Sam Houston State University The University of Texas – Pan American

◕ **Institutions Nearly Meet Standard**
Angelo State University, Midwestern State University, Stephen F. Austin State University, Tarleton State University, Texas A&M International University, Texas A&M University – Corpus Christi, Texas Southern University, Texas State University – San Marcos, Texas Tech University, The University of Texas at Austin, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Houston – Clear Lake, University of Houston – Victoria, University of North Texas, West Texas A&M University

◑ **Institutions Partly Meet Standard**
Lamar University, Texas A&M University – Texarkana, The University of Texas at Brownsville, The University of Texas at El Paso, Wayland Baptist University

◔ **Institutions Meet Small Part of Standard**
Houston Baptist University, LeTourneau University, Texas A&M University – Commerce, Texas A&M University – Kingsville, Texas Woman's University

○ **Institutions Do Not Meet Standard**
Jarvis Christian College, Texas A&M University, University of Houston, University of Mary Hardin-Baylor, University of St. Thomas

NA **Institutions For Which Rating On This Standard Is Irrelevant**
Arlington Baptist College, Concordia University, Dallas Baptist University, East Texas Baptist University, Howard Payne University, Lubbock Christian University, McMurry University, Paul Quinn College, Rio Grande College of Sul Ross State University, Schreiner University, Southern Methodist University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, St. Mary's University, Sul Ross State University, Texas College, Texas Lutheran University, Texas Wesleyan University, The University of Texas at Arlington, The University of Texas at Dallas, University of Dallas, University of Houston – Downtown, University of the Incarnate Word, Wiley College

? **Institutions Whose Performance Cannot Be Determined**
Hardin-Simmons University, Huston-Tillotson University, Our Lady of the Lake University, Prairie View A&M University, Southwestern University, Texas Christian University

SPECIAL EDUCATION TEACHER PREPARATION

NCTQ Standard 16. Offers required courses at least once a year

How Texas institutions fare on this standard

● **Institutions Meet Standard**
Abilene Christian University, Angelo State University, Baylor University, Hardin-Simmons University, Houston Baptist University, Huston-Tillotson University, Jarvis Christian College, LeTourneau University, Midwestern State University, Our Lady of the Lake University, Prairie View A&M University, Sam Houston State University, Southwestern University, Stephen F. Austin State University, Tarleton State University, Texas A&M International University, Texas A&M University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Christian University, Texas Southern University, Texas State University – San Marcos, Texas Tech University, Texas Woman's University, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas of the Permian Basin, University of Houston, University of Houston – Clear Lake, University of Houston – Victoria, University of Mary Hardin-Baylor, University of North Texas, West Texas A&M University

○ **Institutions Do Not Meet Standard**
The University of Texas – Pan American, Wayland Baptist University

NA **Institutions For Which Rating On This Standard Is Irrelevant**
Arlington Baptist College, Concordia University, Dallas Baptist University, East Texas Baptist University, Howard Payne University, Lubbock Christian University, McMurry University, Paul Quinn College, Rio Grande College of Sul Ross State University, Schreiner University, Southern Methodist University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, St. Mary's University, Sul Ross State University, Texas College, Texas Lutheran University, Texas Wesleyan University, The University of Texas at Arlington, The University of Texas at Dallas, University of Dallas, University of Houston – Downtown, University of the Incarnate Word, Wiley College

? **Institutions Whose Performance Cannot Be Determined**
Lamar University, The University of Texas at Tyler, University of St. Thomas

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

How Texas institutions fare on this standard

● **Institutions Meet Standard**
The University of Texas of the Permian Basin, University of Houston – Downtown, Wayland Baptist University

○ **Institutions Do Not Meet Standard**
Abilene Christian University, Angelo State University, Arlington Baptist College, Baylor University, Concordia University, Dallas Baptist University, East Texas Baptist University, Hardin-Simmons University, Houston Baptist University, Howard Payne University, Huston-Tillotson University, Jarvis Christian College, Lamar University, Lubbock Christian University, McMurry University, Midwestern State University, Our Lady of the Lake University, Paul Quinn College, Prairie View A&M University, Sam Houston State University, Schreiner University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, Stephen F. Austin State University, Sul Ross State University, Tarleton State University, Texas A&M International University, Texas A&M University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Christian University, Texas Southern University, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Dallas, The University of Texas at El Paso, University of Houston – Victoria, University of Mary Hardin-Baylor,
West Texas A&M University, Wiley College

? **Institutions Whose Performance Cannot Be Determined**
LeTourneau University, Rio Grande College of Sul Ross State University, Southern Methodist University, Southwestern University, St. Mary's University, Texas College, Texas Lutheran University, Texas State University – San Marcos, The University of Texas at Brownsville, The University of Texas at San Antonio, The University of Texas at Tyler. University of Dallas, University of Houston, University of Houston – Clear Lake, University of North Texas, University of St. Thomas, University of the Incarnate Word

NCTQ Standard 18. Utilizes available data systems to monitor performance of graduates from school districts

How Texas institutions fare on this standard

● **Institutions Meet Standard**
Angelo State University, Texas A&M International University, The University of Texas – Pan American, The University of Texas of the Permian Basin, University of Houston – Downtown, Wayland Baptist University

○ **Institutions Do Not Meet Standard**
Abilene Christian University, Arlington Baptist College, Baylor University, Concordia University, Dallas Baptist University, East Texas Baptist University, Hardin-Simmons University, Houston Baptist University, Howard Payne University, Huston-Tillotson University, Jarvis Christian College, Lamar University, Lubbock Christian University, McMurry University, Midwestern State University, Our Lady of the Lake University, Paul Quinn College, Prairie View A&M University, Sam Houston State University, Schreiner University, Southwestern Adventist University, Southwestern Assemblies of God University, St. Edward's University, Stephen F. Austin State University, Sul Ross State University , Tarleton State University, Texas A&M University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Christian University, Texas Southern University, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Dallas, The University of Texas at El Paso, University of Houston – Victoria, University of Mary Hardin-Baylor, West Texas A&M University, Wiley College

? **Institutions Whose Performance Cannot Be Determined**
LeTourneau University, Rio Grande College of Sul Ross State University , Southern Methodist University, Southwestern University, St. Mary's University, Texas College, Texas Lutheran University, Texas State University – San Marcos, The University of Texas at Brownsville, The University of Texas at San Antonio, The University of Texas at Tyler, University of Dallas, University of Houston, University of Houston – Clear Lake, University of North Texas, University of St. Thomas, University of the Incarnate Word

NCTQ Standard 19. Assigns faculty to teach in their area of expertise

How Texas institutions fare on this standard

● Institutions Meet Standard

Abilene Christian University, Angelo State University, Baylor University, Concordia University, Dallas Baptist University, East Texas Baptist University, Hardin-Simmons University, Houston Baptist University, Huston-Tillotson University, Jarvis Christian College, Lamar University, Lubbock Christian University, McMurry University, Midwestern State University, Our Lady of the Lake University, Paul Quinn College, Prairie View A&M University, Sam Houston State University, Southern Methodist University, Southwestern University, St. Edward's University, St. Mary's University, Stephen F. Austin State University, Sul Ross State University , Tarleton State University, Texas A&M International University, Texas A&M University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas A&M University – Texarkana, Texas Christian University, Texas College, Texas Lutheran University, Texas Southern University, Texas State University – San Marcos, Texas Tech University, Texas Wesleyan University, Texas Woman's University, The University of Texas – Pan American, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at Dallas, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Dallas, University of Houston, University of Houston – Clear Lake, University of Houston – Downtown, University of Houston – Victoria, University of Mary Hardin-Baylor, University of North Texas, University of the Incarnate Word, Wayland Baptist University, West Texas A&M University, Wiley College

○ Institutions Do Not Meet Standard

Arlington Baptist College, Howard Payne University, LeTourneau University, Rio Grande College of Sul Ross State University, Schreiner University, Southwestern Adventist University, Southwestern Assemblies of God University

? Institutions Whose Performance Cannot Be Determined

University of St. Thomas

NCTQ Standard 20. Offers grade-span specific coursework as appropriate

How Texas institutions fare on this standard

★ Institutions With Exemplary Design

Texas Tech University

● Institutions Meet Standard

Abilene Christian University, Angelo State University, Baylor University, Dallas Baptist University, Hardin-Simmons University, Howard Payne University, Lamar University, LeTourneau University, McMurry University, Midwestern State University, Prairie View A&M University, Sam Houston State University, Schreiner University, Southern Methodist University, Southwestern Adventist University, St. Edward's University, Stephen F. Austin State University, Tarleton State University, Texas A&M International University, Texas A&M University, Texas A&M University – Commerce, Texas A&M University – Corpus Christi, Texas A&M University – Kingsville, Texas Christian University, Texas College, Texas Lutheran University, Texas Southern University, Texas State University – San Marcos, Texas Tech University, Texas Woman's University, The University of Texas at Arlington, The University of Texas at Austin, The University of Texas at Brownsville, The University of Texas at Dallas, The University of Texas at El Paso, The University of Texas at San Antonio, The University of Texas at Tyler, The University of Texas of the Permian Basin, University of Dallas, University of Houston, University of Houston – Clear Lake, University of Houston – Downtown, University of Houston – Victoria, University of North Texas, University of the Incarnate Word, West Texas A&M University

◑ Institutions Partly Meet Standard

Concordia University, East Texas Baptist University, Houston Baptist University, Jarvis Christian College, Lubbock Christian University, Our Lady of the Lake University, Rio Grande College of Sul Ross State University , Southwestern Assemblies of God University, St. Mary's University, Sul Ross State University, Texas A&M University – Texarkana, University of Mary Hardin-Baylor, Wayland Baptist University

○ Institutions Do Not Meet Standard

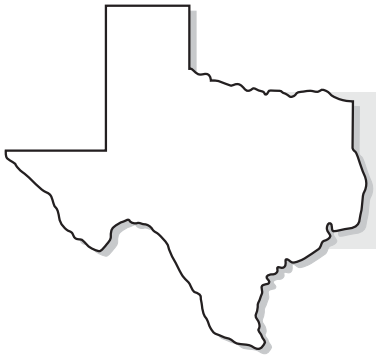
Arlington Baptist College, Huston-Tillotson University, Southwestern University, Texas Wesleyan University, The University of Texas – Pan American

? Institutions Whose Performance Cannot Be Determined

Paul Quinn College, University of St. Thomas, Wiley College

NCTQ Standards 22 – 25. Standards for exit tests	Elementary (EC-4/EC-6) programs	Middle school programs	High school programs	Special education programs
○ Number of institutions not meeting exit test standards	67	24	0	34
◕ Number of institutions nearly meeting exit test standards	0	13	63	0
● Number of institutions meeting exit test standards	0	27	3	0

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.



NCTQ standards applied in Texas

NCTQ standards applied in Texas

NCTQ evaluated the 67 programs using a set of standards specific to elementary teacher preparation, secondary teacher preparation, and special education teacher preparation (if applicable), as well as standards relevant to the undergraduate program as a whole.

To arrive at the 25 standards in this study, we drew upon numerous sources: solid research; consensus positions of relevant organizations and assembled experts; policies and practices of countries whose students outperform our own, along with high-performing states; and, for some standards, a strong dose of common sense. These standards employ practical, rather than pie-in-the-sky, solutions for improving teacher quality, and do not involve costly institutional changes. Unlike many systems for rating educational quality, any institution regardless of available resources should be able to meet these standards.

Admission Standards

1. Admits teacher candidates with strong academic records
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.

Elementary Teacher Program

2. Prepares teacher candidates to teach reading

Extent to which the science of reading is covered and adherence to science of reading throughout coursework
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. 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.

3. Prepares teacher candidates to teach mathematics
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.

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

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

6. Offers all required courses at least once a year
It must be possible to complete the requisite program in a timely manner.

7. Prepares teacher candidates for the profession
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.

8. Student teaching effectively prepares teacher candidates for the challenges of the classroom (pending 2011)

Secondary Teacher Program

9. Prepares high school teacher candidates to teach their subject area(s)

10. Prepares middle school teacher candidates to teach their subject area(s)

11. Offers all required courses (high school certification) at least once a year

12. Prepares high school teacher candidates for the profession
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.

13. Student teaching effectively prepares high school teacher candidates for the challenges of the classroom (pending 2011).

Special Education Teacher Program

14. Prepares teacher candidates to teach early reading
All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

15. Prepares teacher candidates to teach elementary mathematics
Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics.

16. Offers all required courses at least once a year

Outcomes

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

18. Utilizes available data systems to monitor performance of graduates
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data driven decision making and accountability in preparing teachers.

Institutional Features

19. Assigns faculty to teach in their area of expertise
Only the most extreme examples of unsuitable assignments are noted, such as an instructor teaching both reading and mathematics methods.

20. Offers grade-span specific coursework as appropriate
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.

21. Ensures that teacher candidates are prepared to teach in a global society
The world has shrunk. Recognition of that fact should pervade the campus.

Exit Standards for elementary, middle school, high school and special education teacher candidates

22-25. 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.

This report is available online from www.nctq.org/edschoolsreports/texas

National Council on Teacher Quality
1420 New York Avenue, Suite 800
Washington, D.C. 20005

Tel: 202 393-0020 Fax: 202 393-0095 Web: www.nctq.org

The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers.

Subscribe to NCTQ's free monthly electronic newsletter, Teacher Quality Bulletin, (www.nctq.org/p/tqb/subscribe.jsp), to stay abreast of trends in federal, state and local teacher policies and the events that help to shape them.