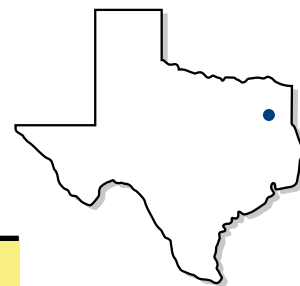


LeTourneau University

Longview, Texas

School of Education



2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

There are some strengths in the design of this institution's teacher preparation programs, notably in reading preparation of elementary and special education teacher candidates. However, other core elements, such as the mathematics preparation of elementary teacher candidates and the subject matter preparation of middle school teacher candidates, are in need of improvement. Because some of the data that we collect is drawn from public sources, we always ask the institution to verify the accuracy and currency of what we have collected. LeTourneau University declined to review and comment.

Admission Standards

1. Admits teacher candidates with strong academic records ●

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

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

LeTourneau's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, ensuring that teacher candidates have sufficiently strong academic credentials.

Elementary Teacher Program

2. Prepares teacher candidates to teach reading ●

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

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

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

The institution fully meets this standard because coursework provides comprehensive preparation in the science of reading, with many strong textbooks supporting instruction. Although this program fully addresses the science of reading, we identified six required textbooks that did not support reading science.

b. Adherence to science of reading throughout coursework ●

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

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

The institution nearly meets this standard because only one reading course does not address the science of reading.

3. Prepares teacher candidates to teach mathematics ○

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

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

The institution only partially meets this standard because it does not provide a sufficient number of mathematics courses necessary to cover the essential topics and also because of the design of the existing coursework.

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

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


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

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

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

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


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

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

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

6. Offers all required courses at least once a year


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

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

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

7. Prepares teacher candidates for the profession


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

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

Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, we were able to complete an accurate count of the credit hours in professional coursework that the institution requires, and it appears to be somewhat above typical counts. The institution requires 56 hours of professional coursework (not including student teaching), exceeding the generous upper bound of 50 credits that should be sufficient. Making inefficient course choices may explain some of this excess, such as devoting a one-credit course to licensing test preparation. Furthermore, in spite of this count, we believe we are able to identify mathematics methods as a key professional topic inadequately addressed in this sequence.

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







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








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

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



Secondary Teacher Program

9. Prepares high school teacher candidates to teach their subject area(s) 
- + Rationale + Methodology + State findings
- All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.
While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution does not fully meet the standard because of an inadequate program design in general science. Acknowledging that flawed state regulation is the principal culprit for the prevalence of poorly designed science preparation programs across the state, including here, the institution should not sanction a system that qualifies secondary teachers to teach multiple subject areas in science after having taken sufficient coursework in only one of these areas, biology.
-
10. Prepares middle school teacher candidates to teach their subject area(s) 
- + Rationale + Methodology + State findings
- All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.
While course requirements in the other certification areas for middle school teachers appear to be more adequate, the institution only partially meets this standard because of an inadequate program design for the "middle school generalist." Acknowledging that flawed state regulation is the principal culprit for the prevalence of poorly designed middle school programs across the state, including here, the institution should not sanction a system that qualifies a middle school teacher in all four core disciplines without sufficient coursework in each.
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11. Offers all required courses (high school certification) at least once a year 
- + Rationale + Methodology + State findings
- It must be possible to complete the requisite program in a timely manner.
The institution meets this standard because it offers all required courses each year.
-
12. Prepares high school teacher candidates for the profession 
- + Rationale + Methodology + State findings
- The well-documented ineffectiveness of first year teachers may be mitigated by professional preparation that includes coursework on classroom management, methods for teaching specific content and diverse learners, adolescent development, assessment and data driven instruction, and how education policy challenges affect practice.
Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, our limited examination of course requirements and descriptions suggests that the institution appears to give adequate attention to almost all essential professional topics, with the exception of adolescent development.
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13. Student teaching effectively prepares high school teacher candidates for the challenges of the classroom 
- + Rationale + Methodology + State findings
- Although there are a number of characteristics that define a high quality student teaching program, at a minimum a full-time, full-semester clinical experience is necessary.
The institution does not meet this minimal standard as it does not offer a full semester of full-time student teaching.

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

Special Education Teacher Program

14. Prepares teacher candidates to teach early reading ●

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

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.
The institution fully meets this standard because coursework provides comprehensive preparation in the science of reading, with many strong textbooks supporting instruction.

15. Prepares teacher candidates to teach elementary mathematics ◐

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

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.
The institution only partially meets this standard because it does not provide a sufficient number of mathematics courses necessary to cover the essential topics and also because of the design of the existing coursework.

16. Offers all required courses at least once a year ●

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

It must be possible to complete the requisite program in a timely manner.
The institution meets this standard because all required courses are offered each year.

Outcomes

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

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

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

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data driven decision making and accountability in preparing teachers.
The ratings for these standards are unclear. Relying on survey data of local school districts to determine an institution's commitment to looking at data on its graduates, we were unable to locate any local school district that routinely hired the institution's graduates.

Institutional Features

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

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

Only the most extreme examples of unsuitable assignments are noted, such as an instructor teaching both reading and mathematics methods.
The institution does not meet this standard as we found some evidence of the institution making inappropriate assignments, including evidence of a single instructor being assigned to teach science and mathematics methods, language development, classroom management, child development and creative expression.



20. Offers grade-span specific coursework as appropriate ●

+ Rationale + Methodology + State findings

A single class with curriculum addressing students from preschoolers to high school seniors cannot adequately prepare both elementary and secondary teacher candidates in areas such as classroom management or instructing students with disabilities. *The institution meets this standard as it appears that it designs separate classes for elementary and secondary candidates on topics benefiting from age-specific approaches.*

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

+ Rationale + Methodology + State findings

The world has shrunk. Recognition of that fact should pervade the campus. *Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates are required to take a course in world geography, but did not find coursework requirements regarding foreign language or education-focused study abroad programs, nor do foreign students comprise a significant proportion of the institution's student body.*

Exit Standards

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

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

22. Elementary (EC-4/EC-6) ○

+ Rationale + Methodology + State findings

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

23. Middle School (Grades 4-8) ○

+ Rationale + Methodology + State findings

The institution does not meet this standard because it qualifies middle school teacher candidates by virtue of passing the middle school generalist licensing test. This test is inadequate because of its lack of separate cut-scores for reading and four core subjects. Recognizing that action on the part of the state to remedy these deficiencies is needed, the institution could require a more meaningful test of reading instruction and insist that its teacher candidates independently pass assessments in each subject area.

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

