



## 2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

Because we suspended our attempts to obtain data due to the institution's low teacher production numbers, we are unable to provide a broad assessment of its overall design. 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. Paul Quinn College declined to review and comment.

### Admission Standards

#### 1. Admits teacher candidates with strong academic records ●

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

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

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

### Elementary Teacher Program

#### 2. Prepares teacher candidates to teach reading ?

##### a. Extent to which the science of reading is covered ?

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

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

*No analysis could be conducted because we suspended our attempts to obtain materials due to the program's small production of teachers.*

##### 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.

*No analysis could be conducted because we suspended our attempts to obtain materials due to the program's small production of teachers.*

#### 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.

*No analysis could be conducted because we suspended our attempts to obtain materials due to the program's small production of teachers.*

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 meets this standard because seven required English courses represent a subject matter concentration.*

**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.

*We were unable to rate the institution on this standard because we could not get public access to course schedules for 2008-2009 and the institution declined to provide them to us.*

**7. Prepares teacher candidates for the profession**

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

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

*Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, our limited examination of course requirements and descriptions suggests that the institution potentially appears to give inadequate attention to a number of essential professional topics, most notably 1) mathematics methods (referring to the new EC-6 program), 2) child development, and 3) education policy challenges.*

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

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

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

*The institution meets this minimal standard as it offers a full semester of full-time student teaching.*

**Secondary Teacher Program**

Because Paul Quinn College does not offer any undergraduate programs for middle school or high school certification, with the exception of EC-12 Physical Education, Standards #9-13 are not included.

**Special Education Teacher Program**

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



## Outcomes

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

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

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

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

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

## Institutional Features

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

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

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

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

20. Offers grade-span specific coursework as appropriate NA

[+ 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.

*Paul Quinn does not offer any programs for secondary certification.*

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 we 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.

Ratings: ● Meets standard   ● Nearly meets standard   ● Partly meets standard   ● Meets a small part of standard   ○ Fails to meet standard  
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**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)****NA**[+ Rationale](#)   [+ Methodology](#)   [+ State findings](#)**24. Secondary (Grades 8-12)****NA**[+ Rationale](#)   [+ Methodology](#)   [+ State findings](#)**25. Special Education (EC-12)****NA**[+ Rationale](#)   [+ Methodology](#)   [+ State findings](#)

Accreditation:	NCAATE	TEAC	None
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**Number of Teachers (2009):**   **1**   Very Low Producer

Data are from the Texas Education Agency.

Elementary:	1
Middle:	0
Secondary:	0
Special education:	0

[+ Statewide teacher production](#)**Opportunities for institution to respond:** May 4, 2009; October 29, 2009; February 22, 2010[+ More on communication](#)

**Institution Comment:** *On November 2, Paul Quinn College received a letter from you regarding a study of undergraduate teacher preparation programs in Texas. The draft ratings for standards in eight areas were provided. These ratings were based on data available from catalogs and other materials available on the College's website syllabi, textbooks, etc. The College does not have syllabi or textbooks on the website. The methodology employed is not reliable or valid. The study is biased since it is based on standards formulated by the NCTQ and not the recognized national teacher accrediting entities.*

*The Texas Education Agency's State Board Educator Certification (SBEC) and the Texas Higher Education Coordinating Board (THECB) both indicate surprise that NCTQ did not contact them since they are willing to send NCTQ the measurement required by statute for accrediting university programs in Texas. Further, they stand ready to cite legislation and rule that make compliance with some of NCTQ's criteria unattainable. The negative NCTQ ratings contradict commendations by the Texas Education Agency for our teacher education program. Paul Quinn College chooses not to participate in this study and thanks NCTQ for this opportunity for input.*

[+ NCTQ responds to institution comments](#)