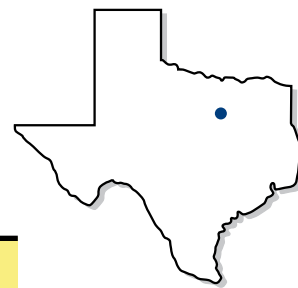




# Texas Wesleyan University

Fort Worth, Texas

School of Education



## 2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

The overall design of this institution’s teacher preparation is poor, with particular weakness observed in both its preparation of elementary teacher candidates and subject area preparation of middle school teacher candidates. Because some of the data that we collect is drawn from public sources, we always ask the institution to verify the accuracy and currency of what we have collected. Texas Wesleyan University declined to review and comment.

### Admission Standards

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

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

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

*Because Texas Wesleyan University is only rated as “less selective” in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. While the school commendably exceeds the state’s minimum cut-score for the reading portion of the THEA (a test of college readiness), it does not do so for the mathematics portion of the test, and therefore does not fully meet this standard.*

### 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 fails to meet the standard because the program provides teacher candidates with adequate preparation in phonics, but insufficiently addresses the other components of the science of reading. We identified three required textbooks that did not support reading science.*

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

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

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

*Because we could discern little evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #2a), any further rating on this standard is irrelevant.*

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

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**3. Prepares teacher candidates to teach mathematics**


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

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. *The institution does not meet this standard because it does not require its teacher candidates to take coursework that is appropriately designed to develop their conceptual understanding of elementary mathematics topics.*

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


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

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition; American history, world history, art history and music history; geography; and science. *The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (American history, world history, world geography, science, art history and music history). Our conclusion took into consideration social studies and science coursework designed specifically for teacher candidates.*

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


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

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience goes poorly. *The institution does not fully meet this standard because we could find no evidence of any sort of subject matter concentration, save four English courses. Should a teacher candidate fail student teaching, she would face well more than an additional semester's work to be able to graduate under a non-education major.*

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**6. Offers all required courses at least once a year**


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

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

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


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

The well-documented ineffectiveness of first year teachers may be mitigated by professional preparation that includes coursework on classroom management, methods for teaching specific content and diverse learners, child development, assessment and data driven instruction, and how education policy challenges affect practice. *Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, we were able to complete an accurate count of the credit hours in professional coursework that the institution requires, and it appears to be well above typical counts. The institution requires 64 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 an entire course to licensing test preparation. Our limited examination suggests that the institution appears to be covering essential professional topics to some extent.*




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**8. Student teaching effectively prepares teacher candidates for the challenges of the classroom** 2011


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+ 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 require a full semester of full-time student teaching.*

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**Secondary Teacher Program**


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


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+ Rationale    + Methodology    + State findings

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

*The institution meets this standard because it requires its secondary teacher candidates to complete sufficient coursework in their subject areas.*

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


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+ Rationale    + Methodology    + State findings

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

*The institution meets this standard based on a strong program design for certification as a "middle school subject specialist." The program for certification in biology (grades 6-12) requires a major.*

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


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+ Rationale    + Methodology    + State findings

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

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

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**12. Prepares high school teacher candidates for the profession** ?


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+ Rationale    + Methodology    + State findings

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

*Because we could only gain access to course descriptions for this standard rather than syllabi, we did not rate this standard. However, our limited examination of course requirements and descriptions suggests that the institution potentially appears to give inadequate attention to adolescent development, an essential professional topic for the secondary teacher.*

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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

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

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

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

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

**Special Education Teacher Program**

Because Texas Wesleyan University 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 Hurst-Eules-Bedford 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**

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[+ 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**

○

[+ 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 does not meet this standard as we could find evidence of single courses designed to teach both elementary and secondary candidates on topics benefiting from age-specific approaches (e.g., EDU 4344 Classroom Management and EDU 3308 The Exceptional Child).*

**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 study abroad programs are offered during spring break and summer, times at which teacher candidates might be most able to enroll, but we did not find coursework requirements regarding world geography or foreign language, nor do foreign students comprise a significant proportion of the institution's student body.*



## Exit Standards

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

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

### 22. Elementary (EC-4/EC-6) ○

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

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

### 23. Middle School (Grades 4-8) ○

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

*The institution 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.*

### 24. Secondary (Grades 8-12) ●

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

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

### 25. Special Education (EC-12) NA

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

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

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Accreditation:	NCATE	TEAC	None
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**Number of Teachers (2009):** **60** Low Producer

Data are from the Texas Education Agency.

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Elementary:	49
Middle:	4
Secondary:	7
Special education:	0

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[+ Statewide teacher production](#)

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**Opportunities for institution to respond:** March 30, 2009; May 4, 2009; October 29, 2009; February 22, 2010

[+ More on communication](#)

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**Institution Comment:** *Texas Wesleyan University has a strong record of embracing accountability measures, as do the deans who comprise the Texas Association of Colleges for Teacher Education (TACTE). At Texas Wesleyan, we take issue with the data published by the National Council on Teacher Quality (NCTQ), as its ratings stand in sharp contrast to the commendations we have received from state—and national—accrediting bodies.*

*Our standard practice is to share syllabi and the results of data collection with legitimate accrediting and governance bodies. In this case, however, such practice would do nothing to significantly change the ratings because of the problematic criteria selected by the NCTQ.*

*We're also concerned because the NCTQ failed to consult the Texas Education Agency's State Board for Educator Certification (SBEC) and the Texas Higher Education Coordinating Board (THECB). Both agencies expressed surprise at not being contacted, since they are willing to provide the measures required by statute for accrediting university programs in Texas. Also know that the SBEC and the THECB stand ready to cite legislation and rule that demonstrate how compliance with some of NCTQ's criteria is simply unattainable.*

[+ NCTQ responds to institution comments](#)

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