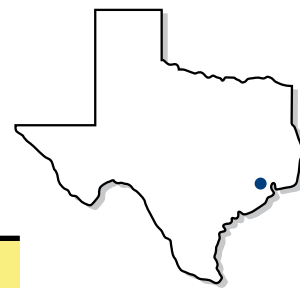




University of Houston – Clear Lake

Houston, Texas

School of Education



2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

The integrity of the overall design of this institution’s teacher preparation program is compromised by weak curricula for preparing teacher candidates how to teach reading. Most troubling is evidence that the special education program in reading is less adequate even than that in the elementary program. 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. University of Houston – Clear Lake 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 the University of Houston – Clear Lake is not rated for selectivity by U.S. News and World Report, NCTQ 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 only partially meets the standard because while the program provides preparation in three components of the science of reading, it does not adequately address vocabulary or fluency. We identified seven 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 does not fully meet the standard because the three components of the science of reading addressed by this program are covered in one of the required courses, with the other required course addressing one of those three.


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

3. Prepares teacher candidates to teach mathematics 

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

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


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

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/American literature, world history, art history and music history content elementary teachers need. We note course requirements in other essential content areas, including composition, children's literature, 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 meet this standard because we could find no evidence of any sort of subject matter concentration. 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 at least somewhat above typical counts. The institution requires between 18 and 20 professional courses (credit hours are not posted), not including student teaching, exceeding the generous upper bound of 50 credits that should be sufficient. Furthermore, in spite of this count, we believe we are able to identify key professional topics inadequately addressed in this sequence, most notably assessment.

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 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 social studies. Acknowledging that flawed state regulation is the principal culprit for the prevalence of poorly designed social studies preparation programs across the state, including here, the institution should not sanction a system that qualifies secondary teachers to teach multiple subject areas in social studies after having taken sufficient coursework in only one of these areas, history or geography.

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 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.

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 potentially appears to give inadequate attention to a number of essential professional topics for the secondary teacher, most notably 1) assessment and 2) education policy challenges.

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 require a full semester of full-time student teaching.

Ratings: Meets standard Meets a small part of 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 fails to meet the standard because the program does not provide adequate preparation in the science of reading. Comprehension is the only component addressed in required coursework.*

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

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 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 meets this standard, assuming that multiple sections of a common course allow for 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 some world geography coursework and that the institution has an Intercultural Student Services Office, 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.


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

24. Secondary (Grades 8-12) [+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The institution does not fully meet this standard. Acknowledging that flawed state regulation is the principal culprit for the prevalence of poor design of some secondary programs across the state, the institution should not qualify secondary teacher candidates to teach multiple subjects by means of a “composite subjects” certification (e.g., preparing a teacher to teach “science” instead of chemistry, biology, physics and/or earth science). The institution could remedy the state’s regulatory deficiency by requiring candidates to pass content assessments in each subject for exit.

25. Special Education (EC-12) [+ Rationale](#) [+ Methodology](#) [+ State findings](#)

The institution does not meet this standard because it relies on state licensing tests, either the TExES elementary generalist test or the special education test, to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge. These tests are wholly inadequate—both because of their low levels of rigor and their 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.

Accreditation:	NCATE	TEAC	None
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Number of Teachers (2009): 199	Medium Producer
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Data are from the Texas Education Agency.

Elementary:	152
Middle:	16
Secondary:	14
Special education:	17

[+ Statewide teacher production](#)**Opportunities for institution to respond:** May 26, 2009; October 29, 2009; February 24, 2010[+ More on communication](#)

Institution Comment: *The University of Houston – Clear Lake has a strong record for embracing accountability measures. We meet all standards for and are fully accredited by the Texas State Board for Educator Certification. We also meet the rigorous standards of the National Council for Accreditation of Teacher Education (NCATE). Our most recent NCATE visit and continuing accreditation cited No Areas for Improvement. This week (November 23, 2009) we received the Christa McAuliffe Award for Excellence in Teacher Education from the American Association of State Colleges and Universities. The Texas Education Agency’s State Board for Educator Certification and the Texas Higher Education Coordinating Board both indicated surprise that NCTQ did not contact them since they are willing to send NCTQ the measures 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 both state and national accrediting bodies. The University of Houston – Clear Lake chooses not to participate in the NCTQ study and rejects the conclusions reached by NCTQ in their flawed study regarding our teacher preparation program.*

[+ NCTQ responds to institution comments](#)