



University of the Incarnate Word

San Antonio, Texas

Dreeben School of Education



2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

The integrity of the design of this institution's teacher preparation program is compromised by a weak curriculum used to prepare elementary teacher candidates how to teach reading. 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. The University of the Incarnate Word 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 the Incarnate Word is only rated as "less selective" by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Dreeben School of Education. Unfortunately, the school'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.

The institution only partially meets the standard because the program does not provide adequate preparation in the science of reading. Although coursework addresses comprehension and vocabulary strategies, phonemic awareness, phonics and fluency are not addressed. We identified one required textbook 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

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.*

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. Our conclusion took into consideration social studies coursework designed specifically for teacher candidates. We note course requirements in other essential content areas, including literature, composition, American history and world geography.*

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 nearly meets this standard because it requires teacher candidates to take five English courses.*

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 does not meet this standard because we were able to identify one or more required courses that are not offered each year (e.g., EDUC 3370, a course required for elementary certification, was not scheduled between fall 2008 and summer 2009).*

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 66 hours of professional coursework (not including student teaching), well 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 1) mathematics methods and 2) education policy challenges.*



8. Student teaching effectively prepares 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 require 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 course requirements in other certification areas for secondary teachers appear to be sound, exact requirements in physical science, the only composite certification program apparently available, could not be determined.

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

+ 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.

No programs for middle school certification appear to be offered by the institution.

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) classroom management, 2) subject-specific methods, 3) teaching diverse learners, 4) assessment, and 5) education policy challenges.

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 meets this minimal standard as it offers 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 2011 Evaluation pending NR Not rated

Special Education Teacher Program

Because the University of the Incarnate Word 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 ratings for these standards are unclear. The San Antonio and the Harlandale Independent School Districts did not respond to our survey regarding the institution's commitment to looking at data on its 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 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 six credit hours of foreign language and world geography coursework, but we did not find 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) NA

+ Rationale + Methodology + State findings

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) NA

+ Rationale + Methodology + State findings

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