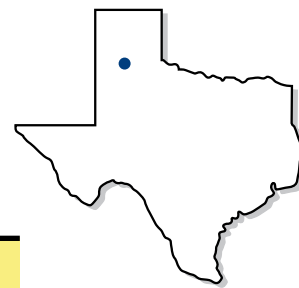




Wayland Baptist University

Plainview, Texas

Don Williams School of Education



2010 OVERALL TEACHER PREPARATION PROGRAM DESIGN

The overall design of this institution’s teacher preparation program is strong, but it could be improved across a range of elements, as noted below. 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. Wayland Baptist 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 Wayland Baptist 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 Williams 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 fully meets the standard because the program provides comprehensive preparation in the science of reading. Although this program fully addresses the science of reading, we identified four 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 only partially meets the standard because only three of five required reading courses address the science of reading.

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, reflected in its poor choice of mathematics texts.

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 (including children's literature, world history, world geography, art history and music history).

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 well above typical counts. The institution requires 60 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. Furthermore, in spite of this count, we believe we are able to identify 1) assessment, 2) mathematics methods, and 3) education policy challenges as key professional topics inadequately addressed in this sequence.



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 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 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.

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.

The institution does not fully meet the standard because of a flawed program design for the "middle school subject specialist." The institution should not qualify a middle school teacher to teach science without requiring either a major in a science discipline or a combination of courses equivalent to a major that would include at least a minor in one discipline.

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, we were able to complete an accurate count of the credit hours in professional coursework and it appears to be slightly above typical counts. The institution requires 33 hours of professional coursework (not including student teaching), exceeding the generous upper bound of 30 credits that should be sufficient for secondary teachers. Making inefficient course choices may explain some of this excess, such as devoting an entire course to licensing test preparation. Furthermore, in spite of these counts, we believe we are able to identify 1) subject-specific methods and 2) education policy challenges as key professional topics inadequately addressed in this sequence.

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**14. Prepares teacher candidates to teach early reading**

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+ 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 the standard because the program provides comprehensive preparation in the science of reading.

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, reflected in its poor choice of mathematics texts. Commendably, special education teacher candidates are required to take a course in teaching mathematics to students with special needs.

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 does not meet this standard as we were able to find evidence that the institution does not offer all required courses each year (e.g., EDSP 3305, EDSP 4305 and EDSP 4347, courses required for special education certification, were not scheduled between fall 2009 and summer 2010).

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 meets both standards. In our survey of local school districts that hire the institution's graduates, the Plainview Independent School District responded that the institution requests data regarding the job performance of graduates and 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 ◐

+ 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 only partially meets 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., EDUC 3313 Educating Students from Diverse Backgrounds).

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 earn four credit hours from study abroad, 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 meets this standard because it only qualifies middle school teacher candidates for certification in areas for which the TExES licensing tests appear to be adequate.

Ratings: ● Meets standard ◐ Nearly meets standard ◑ Partly meets standard ◒ Meets a small part of standard ○ Fails to meet standard
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