



## 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. Wiley 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 Wiley College is only rated as "least selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Division of Education. While the division 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 does not provide preparation to teach reading that addresses the science of reading. 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 no 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, 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 fully meet this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world history, world geography, art history and music history content elementary teachers need. We note course requirements in other essential content areas, including literature, composition, American history, 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 fully meet this standard because we could find no evidence of any sort of subject matter concentrations, save 12 credit hours in biology and nine credit hours in English. 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. *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 essential professional topics, such as 1) mathematics methods and 2) methods in other subjects.*




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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 offer 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)** NA


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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.

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

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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.

*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.*

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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, we were able to complete an accurate count of the credit hours in professional coursework and it appears to be above typical counts. The institution requires 30 hours of professional coursework (not including student teaching), at 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 key professional topics inadequately addressed in this sequence, most notably subject-specific methods.*

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 Wiley 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, both the Marshall and the Elysian Fields Independent School Districts 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**

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[+ 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.

*We were unable to rate the institution on this standard because without access to course schedules, it was impossible for us to determine if multiple sections of grade-span specific coursework are offered. We note, however, that every course in the secondary program is shared with the elementary program.*




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**21. Ensures that teacher candidates are prepared to teach in a global society** **NR**


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[+ 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 two semesters of foreign language coursework as well as world religions coursework, but we did not find coursework requirements regarding world geography, or education-focused study abroad programs, nor do foreign students comprise a significant proportion of the institution's student body.*

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**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.

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**22. Elementary (EC-4/EC-6)** ○


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[+ 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.*

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**23. Middle School (Grades 4-8)** **NA**


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

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**24. Secondary (Grades 8-12)** ●


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[+ 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.*

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


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

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Ratings: ● Meets standard    ● Nearly meets standard    ● Partly meets standard    ● Meets a small part of standard    ○ Fails to meet standard  
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Accreditation:	NCATE	TEAC	None
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**Number of Teachers (2009):** **9** Very Low Producer

Data are from the Texas Education Agency.

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Elementary:	6
Middle:	1
Secondary:	2
Special education:	0

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[+ Statewide teacher production](#)

**Opportunities for institution to respond:** March 30, 2009; May 4, 2009; June 1, 2009; October 29, 2009; February 22, 2010

[+ More on communication](#)

**Institution Comment:** *While we are pleased to share syllabi and the results of data collection for various accrediting and governance bodies, these will not significantly change the ratings because of the criteria selected by the National Council on Teacher Quality (NCTQ). The Texas Education Agency's State Board for 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 measures required by statute for accrediting college and university programs in Texas. Further, they stand ready to cite legislation and rule that make compliance with some NCTQ's criteria unattainable. The negative NCTQ ratings contradict commendations by both state and national accrediting bodies. Wiley College chooses not to participate in this study and we offer thanks NCTQ for this opportunity to provide input.*

[+ NCTQ responds to institution comments](#)

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