

Program Ranking Sheet

Northwest Nazarene University

Nampa, Idaho

Undergraduate Elementary Teacher Prep Program: Bachelor of Arts in Elementary Education with Social Studies Endorsement (K-8)






2014 National Ranking:

#16



Only programs whose scores put them in the top half receive a national ranking.
[Find out if this program is among the top performers in its region.](#)

Score Breakdown

Key Standards

Selection Criteria	
Early Reading	 *
Elementary Mathematics	
Elementary Content	
Student Teaching	

Booster Standards

English Language Learners	NR
Struggling Readers	NR
Classroom Management	
Outcomes	

Other Standards

Assessment and Data	
Evidence of Effectiveness	NA












New Standards

Rigor	
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For several geographic clusters across the country, we provide [detail on our Equity Standard for some institutions preparing teachers.](#)

Key standards establish most of a program's ranking; **Booster** standards can improve a program's ranking; **Other** standards provide important information that does not figure into ranking.

LEGEND

-  Meets standard (formerly )
-  Nearly meets standards (formerly )
-  Partly meets standards (formerly )
-  Meets a small part of standard (formerly )
-  Does not meet standard (formerly )
-  Strong Design
- NA Not applicable
- NR Not rated (most likely because data not provide)
- * Inputed score derived from less complete data

A program's 2014 edition scores on standards may differ from those given in the 2013 edition either because: 1) NCTQ obtained new data; and/or 2) the indicators for a standard or how it was scored were revised. See this program's scores in [last year's edition](#) of the *Teacher Prep Review*.

For more on standard scores and program rankings, see our [methodology](#).

Selection Criteria



Scoring Comment

The program fully meets the standard because it is housed within an institution that is relatively selective and the average GPA for the incoming class of teacher candidates is 3.3 or higher. Both of these measures provide assurance that candidates have the requisite academic talent.

Early Reading



Scoring Comment

Courses reviewed: EDUC 3250, EDUC 3260, and EDUC 4460

The research-based content proven to be necessary for teaching all children to read should be clearly evident in materials such as lecture topics and assignments from at least one course and textbooks from all coursework.

The program earns a passing score on this standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.

Elementary Mathematics



Scoring Comment

Teacher candidates, even those who excel in math, generally require three semesters of coursework, complemented by adequate field practice 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.

Elementary Content



Scoring Comment

Because they cannot teach what they do not know, elementary teacher candidates need to have a solid grasp of literature and composition, American and world history, geography and science. Teacher candidates should also 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 is unsuccessful.

The program only partly meets this standard because the combination of institution and program requirements ensures sufficient coverage in the content elementary teachers need solely in:

- *Literature and composition*

Coverage is somewhat deficient in:

- *Science*

Coverage is very deficient in:

- *History*
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Student Teaching



Scoring Comment

A high-quality student teaching experience depends on: 1) sufficient feedback as defined by at least four -- and ideally five or more -- observations with written feedback provided at regular intervals, and 2) the capacity of the program to play an active role in the selection of cooperating teachers, as evidenced by its solicitation of substantive nominating information related to mentoring skills and instructional effectiveness. The standard separately reports on, but does not rate, clear communication to school districts that cooperating teachers must be both strong mentors of adults and highly effective instructors. Such communication may be either explicit (in letters or handbooks directed at school district personnel) or implicit (in the nature of information solicited from principals or teachers nominated for the role of cooperating teacher).

The program only partly meets this standard because while it provides student teachers with sufficient feedback at regular intervals, it does not assert its critical role in the selection of cooperating teachers by obtaining substantive information of any kind.

Although this did not affect the rating, the program does not clearly communicate to school districts both of the characteristics of cooperating teachers required by the standard -- that they be effective instructors and capable mentors.

Classroom Management



Scoring Comment

Teachers can teach and students can learn only in a functional classroom environment where students are engaged and productive. Teacher candidates will be better prepared to establish a productive classroom environment if the evaluation and/or observation instruments used to evaluate their student teaching performance provide feedback on specific classroom management strategies that together constitute a coherent management approach.

The program nearly meets the standard because the feedback provided to student teachers addresses most but not all critical components of a coherent management approach as outlined by the standard.

The program's evaluation and/or observation instruments provide feedback on student teachers' ability to:

- *establish and/or reinforce expectations for classroom behavior*
- *manage time; manage materials; manage student engagement; manage the physical classroom*
- *manage minor student misbehavior*
- *manage disruptive student misbehavior*

The program's evaluation and/or observation instruments do not provide feedback on student teachers' ability to:

- *recognize appropriate behavior through meaningful praise or other positive reinforcement*

Outcomes



Scoring Comment

Like K-12 institutions, colleges and universities must commit themselves to gathering the data needed for teacher preparation program accountability. Some institutions are privileged by the initiatives taken by their state to provide them with outcomes information, but all institutions have the capacity to obtain such information, independent of state initiatives if necessary.

The teacher preparation institution only partly meets the standard. The institution:

- *Surveys its graduates regarding topics relevant to program evaluation;*
- *Surveys its graduates' employers about their professional performance; and*
- *Collects both of these forms of data on an established timetable that supports regular program evaluation.*

However, it does not:

- *Secure data from teacher performance assessments administered to candidates just prior to or at graduation; or*
 - *Secure growth data on its graduates' students.*
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Assessment and Data



Scoring Comment

Using data on student performance has always been central to good instruction. Teachers should know how to prepare and draw information from an array of assessments, and work individually and in teams to adjust and extend their lessons to promote learning.

The program meets only a small part of the standard. While it does require that teacher candidates prepare both formative and summative classroom assessments, there are no requirements that candidates, individually and in teams, interpret and apply data from both standardized and classroom assessments.

Although this did not affect the rating, the program does not adequately address the instructional role of standardized tests, particularly the program state's standardized tests.

Rigor



Scoring Comment

The classroom is a challenging environment. To get ready for it, teacher candidates need to take demanding coursework and be rigorously evaluated. Teacher candidates' performance also offers programs a valuable source of information about the readiness of individual candidates and the quality of their overall courses of study. Neither of these goals can be met if the vast majority of teacher candidates receive the highest possible grades. While no absolute standard for grading can be established, a teacher preparation program should be no less challenging than the institution of higher education in which it is housed. In concrete terms, this means that the proportion of teacher candidates who achieve exceptionally high grade point averages (GPAs) -- as indicated by the GPA-based honors awarded to them at graduation -- should not be markedly higher than the proportion of all undergraduate students from the institution who do so.

NCTQ notes that a "pass/fail" scoring scale is used if graduation data available for analysis of GPA-based honors does not allow elementary, secondary, and special education teacher candidates to be distinguished from teacher candidates or other undergraduates enrolled in the education department.

The teacher preparation programs do not meet the standard. The proportion of undergraduate teacher candidates in elementary, secondary, and/or special education who earn commencement honors is very considerably higher than the proportion of graduating seniors at the institution earning honors.

This rating applies to the elementary, secondary teacher candidates at this institution.