

Program Ranking Sheet

Northwest Nazarene University

Nampa, Idaho

Undergraduate Secondary Teacher Prep Program

2014 National Ranking:

#14

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	●
Middle School Content	NR
High School Content	●
Student Teaching	◐

Booster Standards

Classroom Management	◐
Secondary Methods	○
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 ★★★★★)	🏆 Strong Design
◐ Nearly meets standards (formerly ★★★★★)	NA Not applicable
◑ Partly meets standards (formerly ★★★★★)	NR Not rated (most likely because data not provide)
◒ Meets a small part of standard (formerly ★★★★★)	* Inputed score derived from less complete data
○ Does not meet standard (formerly ★★★★★)	

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.

Middle School Content

NR

High School Content



Scoring Comment

Without a thorough grasp of the subject they will teach — typically acquired by a major in an academic discipline — high school teachers will be unable to provide the sophisticated level of instruction that their students will need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that are used to justify preparation shortcuts.

The institution fully meets the standard because all certification pathways offered ensure that high school teacher candidates have sufficient content knowledge in every subject they will be qualified to teach. These pathways include:

- *Mathematics*
- *English*
- *Science*
- *Social Sciences*

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*
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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 only partly meets the standard. It requires that teacher candidates prepare both formative and summative classroom assessments. However, there are virtually 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.

Secondary Methods



Scoring Comment

Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions. Since teacher candidates in each of the core curriculum certification pathways should take subject-specific methods coursework, there should be no distinctions drawn among the pathways in terms of coursework requirements. An evaluation of one randomly selected core curriculum pathway is therefore sufficient to determine the strength of the program's overall approach to training secondary candidates in methods.

Based on an evaluation of the certification pathway for Secondary Mathematics, the program fails to meet the standard. This evaluation indicates that only a general methods course covering all subjects is required of teacher candidates in core curriculum certification pathways; while this course may be valuable, it does not meet the requirement for a subject-specific course.

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.*

Evidence of Effectiveness

NA

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.