



Hays, Kansas

Undergraduate Elementary Teacher Prep Program: Bachelor of Science in Education, Elementary Education Major

2014 National Ranking: #12

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



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.



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 <u>last year's edition</u> 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: TEEL 365, TEEL 481, and TEEL 480

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. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.

The program meets the standard because its coursework covers all five of the components of effective reading instruction:

- · Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- · 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 program does not meet this standard because it requires that teacher candidates take little or no coursework designed to develop their conceptual understanding of elementary mathematics topics. It thus fails to ensure that all essential topics are adequately covered, regardless of the design of the instruction.

## **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 almost fully meets this standard because the combination of institution and program requirements ensures sufficient coverage in the content elementary teachers need in:

- Literature and composition
- History

Coverage is somewhat deficient in:

Science

# Student Teaching

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## **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 feedback at regular intervals, the feedback is not sufficient. Moreover, while, it asserts its critical role in the selection of cooperating teachers by obtaining some type of substantive information on the characteristics of cooperating teachers, the information is not the type required by the standard.

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

# **English Language Learners**

### **Scoring Comment**

Courses reviewed: TEEL 365, TEEL 481, and TEEL 480

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages.

The program fails to meet the standard because there is no required course that delivers instructional strategies addressing the specific early reading needs of English language learners and requires candidates to practice such strategies.

# Struggling Readers

## **Scoring Comment**

Courses reviewed: TEEL 365, TEEL 481, and TEEL 480

Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.

The program meets the standard because at least one required reading course delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.

# 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 meets the standard because the feedback provided to student teachers addresses nearly all 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
- · recognize appropriate behavior through meaningful praise or other positive reinforcement
- 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:

• manage the physical classroom

### **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.

## 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 fully meets the standard. It requires that teacher candidates prepare both formative and summative classroom assessments. Also, the requirements that candidates, individually and in teams, interpret and apply data from both standardized and classroom assessment are comprehensive.

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

