

Program Ranking Sheet

Fort Hays State University

Hays, Kansas

Undergraduate Secondary Teacher Prep Program: Bachelor of Science in Secondary Education and History and Government

2014 National Ranking:

#3

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	NR
Outcomes	◐

Other Standards

Assessment and Data	◐
Evidence of Effectiveness	NA

New Standards

Rigor	Coming Fall 2014
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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.

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 meets this standard because it provides student teachers with sufficient feedback at regular intervals, and asserts its critical role in the selection of cooperating teachers by obtaining some type of substantive information on the characteristics of cooperating teachers.

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.

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*
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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 nearly meets the standard. It requires that teacher candidates prepare both formative and summative classroom assessments. However, while the requirements that candidates, individually and in teams, interpret and apply data from both standardized and classroom assessments are substantial, they are not 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.

Secondary Methods

NR

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