Program Rating Sheet - William Carey University
Hattiesburg, Mississippi
Elementary (UG) Teacher Prep Program

2013 Program Rating:

Note: This program rating is based on scores on applicable key standards. For more on standard scores and program ratings, see our methodology.

Summary of Scores on Undergraduate Elementary Standards*

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*Secondary and special education programs are evaluated with a different set of Teacher Prep Review standards. For more on which standards apply to each type of program, see our methodology.

Program rating scores:
- ★★★★★ Program provides very strong preparation
- ★★★★ Program provides strong preparation
- ★★★ Program provides adequate preparation
- ★★ Program provides weak preparation
- ★ Program provides very weak preparation
- ★★ Alert: Program provides minimal preparation
- ★★ ★ Program provides inadequate preparation
- ★★ ★ ★ Program provides unacceptable preparation

Standard scores:
- ★★★ Strong Design
- ★★★ Partially meets standard
- ★★ Not meets standard
- ★★ ★ Not applicable
- ★★★ Meets standard
- ★★ ★ Meets a small part of standard
- ★★ Not rated (most likely because data not provided)
- ★★★ Meets standard
Selection Criteria

Scoring Comment

The standards for admission into either the institution or its teacher preparation program should select teacher candidates from only the top half of the college population.

The program only partly meets the standard because while it is housed in an institution that is relatively selective, the level of selectivity is not sufficient to ensure that candidates have the requisite academic talent. The program also does not require that all candidates have a high enough grade point average and take an appropriate entrance exam.

Early Reading

Scoring Comment

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

Common Core 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.
Common Core 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 meets only a small part of this standard because the combination of institution and program requirements ensures sufficient coverage solely in:

- Literature and composition

Coverage is deficient in:

- History

There is no coverage in:

- Science

Student Teaching

Scoring Comment

A high-quality student teaching experience depends on: 1) sufficient feedback as defined by five or more observations with written feedback provided at regular intervals, 2) clear communication to school districts that cooperating teachers must be both strong mentors of adults and highly effective instructors, and 3) 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.

While the program requires observations to be spaced at regular intervals and asserts its critical role in the selection of cooperating teachers, it only partly meets this standard because it does not provide student teachers with written feedback after five or more observations and does not clearly communicate to school districts the desired characteristics of cooperating teachers.
English Language Learners

Scoring Comment

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

The program meets the standard because at least one required course delivers instructional strategies addressing the specific early reading needs of English language learners and requires candidates to practice such strategies.

Struggling Readers

Scoring Comment

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

Teacher candidates will be better able to establish a productive classroom environment if the evaluations they receive during student teaching speak to specific classroom management strategies that together constitute a coherent management approach.

The program fails to meet the standard because feedback provided to student teachers does not address their ability to establish a positive learning environment and standards of behavior, how well they manage minimally disruptive student behavior or how well they manage significant student misbehavior.
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, the requirements that candidates, individually and in teams, interpret and apply data from both standardized and classroom assessments are minimal.

Equity

Not reported this year
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 partly meets the standard. The institution:
• Surveys its graduates’ employers about their professional performance; and
• Collects this form of data on an established timetable that supports regular program evaluation. However, it does not:
• Survey its graduates regarding topics relevant to program evaluation;
• 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

Scoring Comment

A rating on this standard is not applicable because evaluation depends on reports on the relative effectiveness of the program’s graduates from a student performance data model and the program’s state does not publish any such report.