Program Rating Sheet - William Carey University

Hattiesburg, Mississippi

Undergraduate Secondary 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 Secondary Standards*

**Key Standards**

Selection Criteria ★★★★

Common Core Middle School Content NA

Common Core High School Content ★★★★

Student Teaching ★★★★

**Other Standards**

Classroom Management ★★★★★

Lesson Planning NR

Assessment and Data ★★★★

Equity Not reported this year

Secondary Methods ★★★

Outcomes ★★★
Evidence of Effectiveness

* Elementary 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.

Key Standards

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.

Common Core Middle School Content

Scoring Comment

Common Core 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 only partly meets the standard because the certification pathways that ensure that high school teacher candidates have sufficient content knowledge in every subject they will be qualified to teach include solely:

- Mathematics
- English
- Science

Sufficient content knowledge is not ensured in:
- Social Sciences

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.
Other Standards

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.

Lesson Planning
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

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 in Secondary Mathematics, the program only partly meets the standard. This evaluation indicates that while teacher candidates in core curriculum certification pathways must take a subject-specific methods course in their area of certification, there is no evidence that candidates must practice and master instructional strategies.

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’ 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.

Standard scores: Strong Design, Meets standard, Nearly meets standards, Partly meets standard, Meets a small part of standard, Fails standard, Does not meet standard; NA Not applicable; NR Not rated (most likely because data not provided).

Ensuring every child has an effective teacher