

## Standard and Indicators

# Standard 8: High School Content.

The program ensures that teacher candidates have the content preparation necessary to successfully teach to increasingly rigorous state standards for college and career readiness.

Standard applies to: **Secondary** programs.

### Indicators that the program meets the standard:

Institutions of higher education have traditionally articulated their vision of teacher preparedness in a subject area by defining a prescribed course of study through a major or minor. For high school teachers charged with teaching many different subjects subsumed under one certification, pursuing multiple majors is impractical. A credit count system is also particularly challenging to impose on teacher candidates entering graduate programs of study.

- 8.1** Using an outcomes-based approach, in every subject a teacher will be qualified to teach, each pathway to high school certification listed below requires either:
- Rigorous standalone tests.
- OR
- A rigorous test of multiple subject areas that provides cut-scores for each separate subject-specific test section, or a series of rigorous stand-alone tests.

Absent such licensing tests used to verify competency, we look for programs to require or verify courses of study as follows:

### At the undergraduate level:

- 8.2** A high school teacher candidate seeking certification in mathematics must have a major consisting of at least 30 semester credit hours, including at least 24 credit hours of general audience<sup>1</sup> mathematics coursework.
- 8.3** A high school teacher candidate seeking certification in English must have a major consisting of at least 30 semester credit hours, including at least 24 credit hours of general audience English coursework.
- 8.4** A high school teacher candidate seeking science certification in a state that requires single-subject certification must have a major in the single teachable science discipline for which certification will be awarded of at least 30 semester credit hours, including at least 24 credit hours of general audience coursework. A high school teacher candidate seeking science certification in a state that offers general science certification must have coursework preparation that consists of at least 15 credit hours (the equivalent of one minor) in at least two teachable science disciplines (biology, chemistry, physics or earth science).
- 8.5** A high school teacher candidate seeking social science certification in a state that requires single-subject certification must have a major in the single teachable social science discipline for which certification will be awarded of at least 30 semester credit hours, including at least 24 credit hours of general audience coursework. A high school teacher candidate seeking social science certification in a state that offers general social science certification must have a major in history, or coursework preparation that consists of at least 15 credit hours (the equivalent of one minor) in history and in at least one other teachable social science (government/political science, economics or psychology).

<sup>1</sup> Courses which are intended for any student on campus, not just prospective teachers.



### At the graduate level:

- 8.6** The burden posed by a stringent credit count does not relieve the program of its responsibility to ensure that high school teacher candidates in each pathway to certification (mathematics, English, the sciences, the social sciences) meet requirements for content knowledge preparation. If candidates have significant weaknesses in content knowledge, the program works with the candidate to remedy them.
- When applications to the program, catalogs or other public documents do not describe such a process, the presumption will be made that no content preparation requirements are imposed on graduate teacher candidates.



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