



NCTQ Teacher Prep Review

Effective teachers make a fundamental difference in the lives of our nation's students. With the right training, talented and motivated teacher candidates can graduate ready to lead a classroom.

Why we do the *Teacher Prep Review*. There's widespread public interest in strengthening teacher preparation – but there's a significant data gap on what's working. We aim to fill this gap, providing information that aspiring teachers and school leaders need to become strategic consumers and that institutions and states need in order to rapidly improve how tomorrow's teachers are trained.

Our strategy is modeled on Abraham Flexner's 1910 review of medical training programs, an effort that launched a new era in the field of medicine, transforming a sub-standard system into the world's best.

How we do it. NCTQ takes an in-depth look at admissions standards, course requirements, course syllabi, textbooks, capstone projects, student teaching manuals and graduate surveys, among other sources, as blueprints for training teachers. We apply specific and measurable standards that identify the teacher preparation programs most likely to get the best outcomes for their students. To develop these standards, we consulted with international and domestic experts on teacher education, faculty and deans from schools of education, statistical experts and PK-12 leaders. We honed our methodology in ten pilot studies conducted over eight years.

Our goals. Currently, high-caliber teacher training programs go largely unrecognized. The *Review* will showcase these programs and provide resources that schools of education can use to provide truly exceptional training. Aspiring teachers will be able to make informed choices about where to attend school to get the best training. Principals and superintendents will know where they should recruit new teachers. State leaders will be able to provide targeted support and hold programs accountable for improvement. Together, we can ensure a healthy teacher pipeline.

There is a lot of support for strengthening teacher prep. To date, 24 state school chiefs, almost 100 district superintendents, the Council of the Great City Schools and almost 80 advocacy organizations across 42 states and the District of Columbia have endorsed the *Review*. The *Review* is funded by 65 local and national foundations. There's also growing support for raising the bar on the system from national organizations representing state education chiefs (CCSSO), teachers (both the American Federation of Teachers and the National Education Association) and teacher educators themselves (the new national accreditation body, CAEP).

The first edition of the *Review* was published June 18, 2013, in partnership with *U.S. News & World Report*.

What's next? NCTQ has made a commitment to publish three annual editions of the *Review*. There is much that needs to be done before we have a truly excellent *system* of preparing teachers. We must set a high standard for teacher preparation, shed light on high-performers and give educators the information they need to make the system work for their students. Aspiring teachers and their future students deserve a world-class teacher training system.



Teacher Prep and the *Review* by the Numbers

Scope of traditional teacher training (Title II, 2012)

214,000	new teachers trained each year
79%	new teachers trained in traditional teacher training programs
1,441	IHEs housing traditional teacher training programs
12	institutions with programs deemed low performing by their state

New teacher facts

98,000	new teachers hired each year (NCES, 2012)
1.5 million	students taught each year by a novice teacher (NCES, 2012)
1 year	most common teacher experience level now, compared to 15 years of experience 25 years ago (Ingersoll and Merrill, 2012)

High-need students are more likely to be taught by a novice teacher

6 months	Average deficit of students assigned to novice teachers, compared to average student performance in the district (Strategic Data Partners, 2012)
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Scope of the *Review*

1,130	schools of education included
99%	production of traditionally trained teachers coming from included schools
608	schools of education included in <i>U.S. News & World Report</i>
10	pilot studies
17	standards in 2013 <i>Review</i> , covering <i>selection criteria, content and practical knowledge requirements, student teaching and program outcomes</i>

National take-aways

- In countries where students outperform the U.S., teacher prep schools recruit candidates from the top third of the college-going population. The *Review* found only **one in four U.S. programs restricts admissions to even the top half** of the college-going population.
- A large majority of programs (**71 percent**) are not providing elementary teacher candidates with **practical, research-based training in reading instruction methods** that could reduce the current rate of reading failure (30 percent) to less than 10 percent of the student population.
- In mathematics training of elementary teacher candidates, few programs emulate the **practices of higher performing nations** such as Singapore or South Korea. Only 19 percent of programs demonstrate similar expectations of their teachers.
- Almost all programs (**93 percent**) fail to ensure a high quality student teaching experience, where candidates are assigned only to highly skilled teachers and must receive frequent concrete feedback.
- Only **23 percent** of rated programs are doing enough to provide teacher candidates with **concrete classroom management strategies** to improve classroom behavior problems.
- Only **11 percent** of elementary programs and **47 percent** of secondary programs are providing adequate content preparation for teachers in the subjects they will teach.



Selection

Selection Criteria

The program screens for academic caliber in selecting teacher candidates.
Standard applies to: Elementary, Secondary and Special Education programs.

Content Preparation

Early Reading

The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards.
Standard applies to: Elementary and Special Education programs.

English Language Learners

The program prepares elementary teacher candidates to teach reading to English-language learners.
Standard applies to: Elementary programs.

Struggling Readers

The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure.
Standard applies to: Elementary programs.

Common Core Elementary Mathematics

The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math.
Standard applies to: Elementary and Special Education programs.

Common Core Elementary Content

The program ensures that teacher candidates have the broad content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Elementary programs.

Common Core Middle School Content

The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Secondary programs.

Common Core High School Content

The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Secondary programs.

Common Core Content for Special Education

The program ensures that teacher candidates' content preparation aligns with the Common Core State Standards in the grades they are certified to teach.
Standard applies to: Special Education programs.

Professional Skills

Classroom Management

The program trains teacher candidates to successfully manage classrooms.

Standard applies to: Elementary and Secondary programs.

Lesson Planning

The program trains teacher candidates how to plan lessons.

Standard applies to: Elementary and Secondary programs.

Assessment and Data

The program trains teacher candidates how to assess learning and use student performance data to inform instruction.

Standard applies to: Elementary and Secondary programs.

Equity

The program ensures that teacher candidates experience schools that are successful serving students who have been traditionally underserved.

Standard applies to: Elementary, Secondary and Special Education programs.

Student Teaching

The program ensures that teacher candidates have a strong student teaching experience.

Standard applies to: Elementary, Secondary and Special Education programs.

Secondary Methods

The program requires teacher candidates to practice instructional techniques specific to their content area.

Standard applies to: Secondary programs.

Instructional Design for Special Education

The program trains candidates to design instruction for teaching students with special needs.

Standard applies to: Special Education programs.

Outcomes

Outcomes

The program and institution collect and monitor data on their graduates.

Standard applies to: Elementary, Secondary and Special Education programs.

Evidence of Effectiveness

The program's graduates have a positive impact on student learning.

Standard applies to: Elementary and Secondary programs.



Support for the *NCTQ Teacher Prep Review*

No school-based factor has more impact on our students' success than the quality of our teachers. The preparation teachers receive has a crucial impact on their performance in the classroom. We believe that having specific, actionable information about individual teacher preparation programs will enable us to take steps to improve the overall quality of our teacher workforce. **I endorse the National Council on Teacher Quality's review of the nation's teacher preparation programs.**

State Superintendents

Alaska	Mike Hanley, Commissioner of Education
Arizona	John Huppenthal, Superintendent of Public Instruction
Delaware	Mark Murphy, Secretary of Education
Florida	Tony Bennett, Superintendent of Public Instruction & Chair of Chiefs for Change* Gerard Robinson, former Commissioner of Education* Eric Smith, former Commissioner of Education *
Idaho	Thomas Luna, Superintendent of Public Instruction
Illinois	Christopher Koch, State Superintendent of Education
Iowa	Jason Glass, Director of Education
Kentucky	Terry Holliday, Commissioner of Education
Louisiana	Paul Pastorek, former State Superintendent* John White, State Superintendent*
Maine	Stephen Bowen, Commissioner of Education*
Massachusetts	Mitchell Chester, Commissioner of Education
Michigan	Michael Flanagan, State Superintendent
Nevada	James Guthrie, former Superintendent of Public Instruction
New Jersey	Chris Cerf, Commissioner of Education*
New Mexico	Hanna Skandera, Public Education Department Secretary-Designate*
North Carolina	June Atkinson, State Superintendent
Oklahoma	Janet Barresi, State Superintendent of Public Instruction*
Pennsylvania	Ron Tomalis, Secretary of Education
Rhode Island	Deborah A. Gist, Commissioner of Elementary and Secondary Education*
Tennessee	Kevin Huffman, Commissioner of Education*
Texas	Michael Williams, Commissioner of Education

* *Member of Chiefs for Change, a coalition of state school chiefs and leaders that share a zeal for education reform.*

Organizations

50CAN: The 50 State Campaign for Achievement Now
 A+ Denver
 ACLU of Maryland
 Advance Illinois
 Advocates for Children and Youth
 Arkansans for Education Reform Foundation
 Association of American Educators
 Better Education for Kids, Inc.
 Building Bright Futures

Center for American Progress Action Fund
 Children at Risk
 Children's Education Alliance of Missouri
 Coletti Institute for Education and Career Achievement
 Colorado Children's Campaign
 Colorado Succeeds
 ConnCAN
 DC School Reform Now
 Democrats for Education Reform
 DFER California
 DFER Colorado
 DFER Illinois

Organizations

DFER Indiana
DFER Massachusetts
DFER Michigan
DFER New Jersey
DFER New York
DFER Rhode Island
DFER Tennessee
DFER Washington
DFER Wisconsin
Educate Texas
Education Reform Now
Education Trust
Education Trust – Midwest
Education Trust – West
Educators 4 Excellence
EdVoice
Foundation for Excellence in Education
Foundation for Florida's Future
Georgia Partnership for Excellence in Education
Haan Foundation for Children
Institute for a Competitive Workforce
International Dyslexia Association
Kansas Policy Institute
League of Education Voters
Literate Nation
Mass Insight Education & Research Institute

Massachusetts Business Alliance for Education
Michigan Association of School Administrators
MinnCAN
Mississippi First
Missouri Chamber of Commerce and Industry
NYCAN
Oklahoma Business & Education Coalition
Partnership for Learning
PennCAN
Platte Institute for Economic Research
Reading Matters to Maine
RI-CAN
SCORE
Step Up For Students
Students for Education Reform
Students Matter
StudentsFirst
Teaching Trust
Texas Institute for Education Reform
The Grimes Reading Institute
The Mind Trust
Thomas B. Fordham Institute
TNTP
Uplift Education
Urban League of Greater Miami
U.S. Chamber of Commerce
Wisconsin Reading Coalition

School District Leaders

Council of the Great City Schools

Representing 67 large, urban school districts across the country, with a shared goal to educate all students to the highest academic standards.

Alaska

Dr. Jim Browder, Anchorage (former)

Arkansas

Dr. Morris Holmes, Little Rock

California

Richard Carranza, San Francisco
Dr. John Deasy, Los Angeles
Carlos Garcia, San Francisco (former)
William Kowba, San Diego (former)
Dr. Dale Marsden, San Bernadino
Dr. Thelma Meléndez, Santa Ana
Jonathan Raymond, Sacramento City
Dr. Anthony Smith, Oakland

Colorado

John Barry, Aurora
Tom Boasberg, Denver

Connecticut

Dr. Steven Adamowski, Hartford (former)
Dr. Susan Marks, Norwalk (former)

Delaware

Dr. Mervin Daugherty, Red Clay
Dr. Marcia Lyles, Christina (former)

District of Columbia

Kaya Henderson, District of Columbia
Michelle Rhee, District of Columbia (former)

Florida

MaryEllen Elia, Hillsborough County

Georgia

Dr. Robert Avossa, Fulton County
Dr. Jeff Bearden, Fayette County
Dr. Edmond Heatley, Clayton County (former)
Dr. Thomas Lockamy, Jr., Chatham County
Dr. Frank Petruzielo, Cherokee County

Illinois

Jean-Claude Brizard, Chicago (former)
Ron Huberman, Chicago (former)

School District Leaders

Indiana

Dr. Andrew Melin, Greater Clark County
Dr. Carole Schmidt, South Bend
Dr. Jerry Thacker, Penn-Harris-Madison
Dr. Eugene White, Indianapolis (former)

Iowa

Thomas Ahart, Des Moines

Louisiana

Dr. Patrick Cooper, Lafayette Parish
James Meza, Superintendent, Jefferson Parish

Maryland

Dr. Andrés Alonso, Baltimore City
Dr. Joshua Starr, Montgomery County

Massachusetts

Dr. Alan Ingram, Springfield
Dr. Carol Johnson, Boston

Michigan

Dr. John Telford, Detroit (former)

Minnesota

Dr. Bernadeia Johnson, Minneapolis
Valeria Silva, St. Paul

Missouri

Dr. R. Stephen Green, Kansas City

Nevada

Dwight D. Jones, Clark County (former)

New Jersey

Dr. Brian Osborne, South Orange and Maplewood

New Mexico

Mr. James Leshner, Dulce

New York

Joel Klein, New York City (former)
Dr. James Williams, Buffalo City (former)

North Carolina

Dr. Peter Gorman, Charlotte-Mecklenburg (former)
Dr. Heath Morrison, Charlotte-Mecklenburg

Ohio

Eric Gordon, Cleveland
Mary Ronan, Cincinnati
Lori Ward, Dayton

Oklahoma

Dr. Keith Ballard, Tulsa

Pennsylvania

Dr. William Hite, Jr., Philadelphia
Dr. Linda Lane, Pittsburgh

South Carolina

Dr. Nancy McGinley, Charleston County

Texas

Dr. David Anthony, Cypress-Fairbanks (former)
Dr. Wanda Bamberg, Aldine
Dr. Robin Battershell, Temple
Dr. Michael Bergman, Hitchcock (former)
Dr. Meria J. Carstarphen, Austin
Emilio Castro, Kingsville (former)
Dr. Eddie Coulson, College Station
Walter Dansby, Fort Worth
Dr. Neil Dugger, Irving (former)
Dr. Roberto Durón, San Antonio (former)
Doyne Elliff, Corpus Christi
Dr. Darrell Floyd, Stephenville
Dr. John Folks, Northside
Alton Frailey, Katy
Dr. Karen Garza, Lubbock
Dr. Terry Grier, Houston
Dr. Linda Henrie, Mesquite
Dr. Mark Henry, Cypress-Fairbanks
Robert Jaklich, Harlandale (former)
Dr. Timothy Jenney, Fort Bend (former)
Dr. Melody Johnson, Fort Worth (former)
Andrew Kim, Manor (former)
Dr. Kirk Lewis, Pasadena
Dr. Jeremy Lyon, Hays Consolidated
Hector Mendez, Ector County
Mike Miles, Dallas
Dr. Ron Miller, Plainview
Dr. Bob Morrison, Mansfield
Dr. Sylvester Perez, Midland (former)
Dr. David Polnick, Abilene (former)
Dr. Guy Sconzo, Humble
Dr. Susan Simpson Hull, Grand Prairie
Dr. Jeff Turner, Coppell
Dr. James Veitenheimer, Keller (former)
David Vroonland, Frenship
Dr. Toby York, Goose Creek (former)

Utah

Dr. Max Rose, Washington County
Dr. Jeff Stephens, Weber
Dr. McKell Withers, Salt Lake City

Vermont

Jeanne Collins, Burlington

Virginia

Dr. Chuck Bishop, Augusta County
Dr. Jack Dale, Fairfax County
Dr. Patrick Russo, Henrico County

Washington

Dr. Robert Neu, Federal Way
Carla Santorno, Tacoma

Wyoming

Dr. Joel Dvorak, Natrona County