



Standard 18: Evidence of Effectiveness

What consumers need to know about teacher preparation

To learn more about how programs are scored on this standard, including how individual indicators are satisfied, please see its [scoring methodology](#).

The ultimate purpose of teacher preparation programs is to train teachers to be successful in their own classrooms from day one. This standard assesses whether the students of teacher preparation program graduates are achieving academically.

The standard examines state reports, where available, on the effectiveness of graduates of individual teacher preparation programs. To be used for evaluation, report data must be specific to particular grade spans (i.e., elementary or secondary) and be available for at least two consecutive years.

More information on evidence of effectiveness of teacher preparation

For reasons that will be discussed below, only five teacher preparation programs are evaluated under this standard:

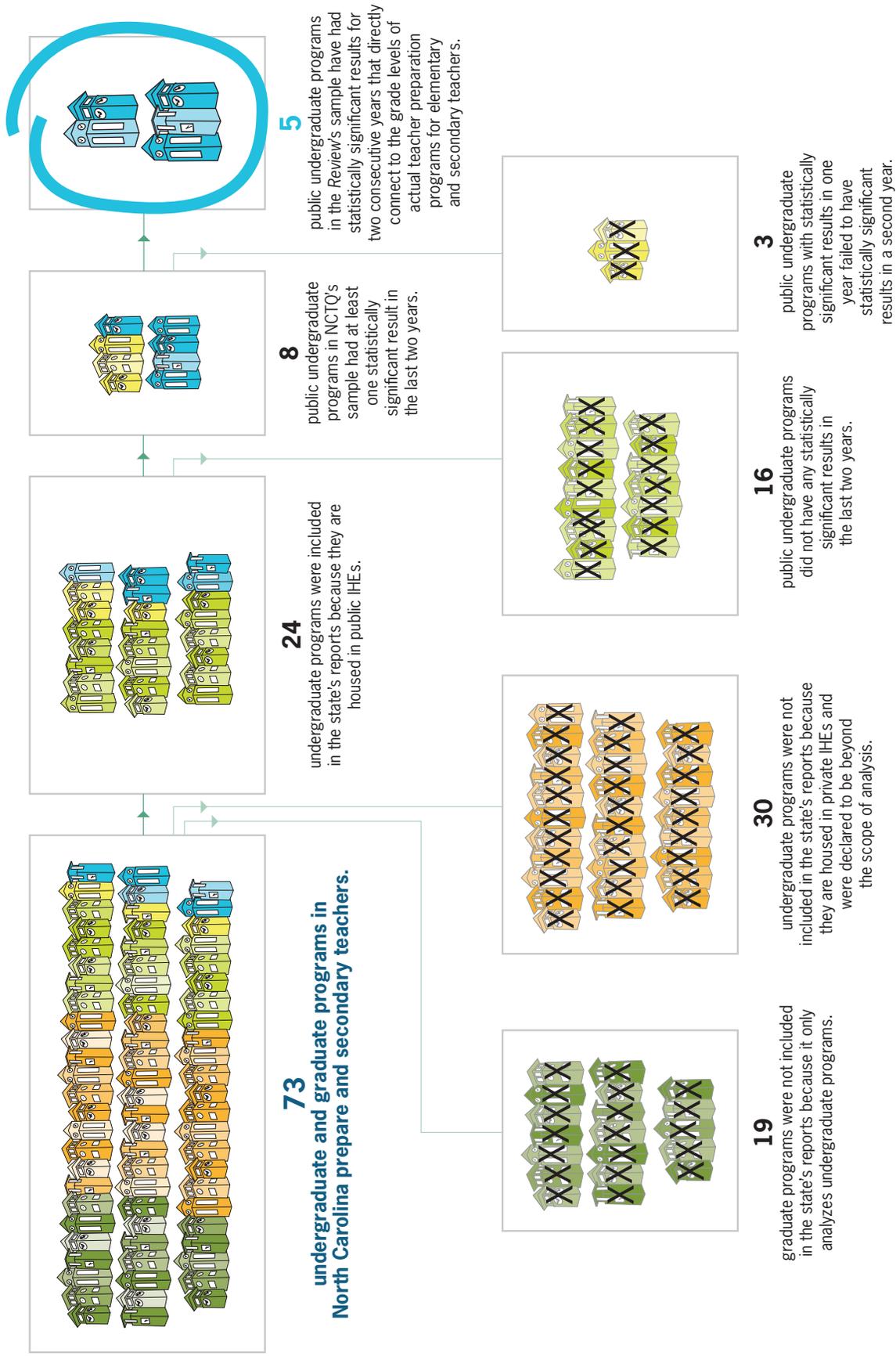
The undergraduate elementary program at the **University of North Carolina – Wilmington** partly met this standard in *Teacher Prep Review 2013*. (In 2010, its graduates produced statistically significant positive results in math, and in 2011 they produced statistically significant positive results in reading.) In this year’s edition, five programs partly meet this standard.

In this edition of the *Review*, five North Carolina programs (three elementary and two middle school) are evaluated: **Appalachian State**, **East Carolina University** and the **University of North Carolina – Greensboro** (undergraduate elementary); the **University of North Carolina – Chapel Hill** and the **University of North Carolina – Wilmington** (undergraduate middle school). The table below indicates their statistically significant positive results:

Program	Statistically significant positive math results		Statistically significant positive reading results		Score on standard
	2011	2013	2011	2013	
Appalachian State (elem)	Yes	Yes	No	No	●
East Carolina Univ. (elem)	No	No	Yes	Yes	●
University of North Carolina – Greensboro (elem)	Yes	Yes	No	No	●
University of North Carolina – Chapel Hill (mid sch)	Yes	Yes	No	No	●
University of North Carolina – Wilmington (mid sch)	Yes	Yes	No	No	●

The graphic below depicts the attrition of **North Carolina** programs from the analysis process and explains why only five programs are scored under this standard:

The North Carolina state data system produces reports on how well “institutions of higher education” (IHEs) prepare teachers. How many annual reports produce reliable results that can be used to evaluate actual undergraduate and graduate elementary and secondary programs?



Only five North Carolina program have two years of statistically significant results available for evaluation under this standard.

Ratings of **North Carolina's** teacher preparation programs have been updated in this second edition of the *Review* because the state issued a report for 2013.

At this time, only three other states have published at least two years of information from teacher prep data models: **Louisiana, Ohio, and Tennessee**. Unfortunately, as the following table illustrates, none of these states provide results for the teacher preparation programs as evaluated in the *Review*. Instead, these states provide results for graduates from multiple teacher preparation programs. For this reason, **Louisiana, Ohio, and Tennessee** programs cannot be evaluated under this standard.

Teacher prep programs in the *NCTQ Teacher Prep Review* and states' data model structures

	Louisiana		Ohio		Tennessee	
	Prep programs in <i>Review</i>	What the teacher prep data model evaluates	Prep programs in <i>Review</i>	What the teacher prep data model evaluates	Prep programs in <i>Review</i>	What the teacher prep data model evaluates
Grade span	Elementary (Grades 1-5) Secondary (Grades 6-12)	Grades 4-9	Elementary (P-3) Secondary (4-9) or (7-12)	Combined elementary and secondary across the state	Elementary (Grades K-6) Secondary (Grades 7-12)	Grades 4-8 Grades 9-12
Undergrad, grad or combined	Separate evaluations of undergrad and grad	Undergrad data only	Separate evaluations of undergrad and grad	Combined undergrad and grad data across the state	Separate evaluations of undergrad and grad	Combined undergrad and grad data

The Teacher Prep Review evaluates certification programs; Louisiana's, Ohio's, and Tennessee's teacher prep data models aggregate data across such programs. Ohio's teacher prep data model also does not break the data down by institution.

In the coming years, many states will begin to use teacher prep data models, including the states that received Race to the Top funding for the development of models: **Delaware, the District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina and Rhode Island**. Providing that states report results for specific teacher preparation programs (e.g., undergraduate elementary, graduate secondary, etc.), we will evaluate those programs under this standard in future editions of the *Review*.



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