

NCTQ Standards for Rating the Nation's Education Schools

The National Council on Teacher Quality (NCTQ) formulated its standards for the national review of education schools first and foremost on the basis of research. Unfortunately, the field lacks a large, solid research base connecting aspects of teacher preparation to effectiveness, a fact made abundantly clear by the exhaustive review conducted in 2004 by the American Educational Research Association. That effort reviewed research on every aspect of teacher preparation and found little to no support for almost all current practices.

In areas where there is strong research evidence — such as the degree of selectivity in choosing teacher candidates — our standards are based firmly on that evidence. Our other standards, where research is not as strong, have coalesced from research findings on teacher effectiveness, consultations with expert panels, the best practices of other nations and the highest performing states in the nation, and, most importantly, what superintendents around the country tell us they are looking for in the teachers they hire.

Grounded Clinical Practice

Standard 1: Classroom Management.

The program ensures that teacher candidates learn and practice specific techniques for managing the classroom.

Standard applies to: Elementary and secondary programs.

Standard 2: Practice Planning Instruction.

The program requires teacher candidates to design and adjust instruction to enhance the academic performance of all students.

Standard applies to: Elementary and secondary programs.

Standard 3: Measurement.

The program requires that teacher candidates gain a thorough overview of student assessment that includes practice analyzing student performance data to drive instruction.

Standard applies to: Elementary and secondary programs.

Preparation of Elementary School Teachers

Standards 6: Early Reading.

The program consistently prepares candidates in the essential components of effective reading instruction.

(Standard also applies to special education programs.)

Standard 7: Elementary Mathematics.

The institution provides adequate preparation and practice in the specific mathematics content and methods needed by teachers.

(Standard also applies to special education programs.)

Standard 4: All Children Can Learn.

The program ensures that teacher candidates experience high-performing schools that successfully serve students living in poverty.

Standard applies to: Elementary, secondary and special education programs.

Standard 5: Student Teaching.

The program ensures that the student teaching experience includes the essential components for success: a full-time placement of sufficient length that is aligned with the school calendar, adequately supervised, and attendant to the qualifications of the cooperating teacher.

Standard applies to: Elementary, secondary and special education programs.

Standard 8: Elementary Content.

The institution prepares teacher candidates to teach the core curriculum as well as have expertise in a single subject.

(Standard also applies to special education programs.)

Standard 9: English Language Learners.

The program prepares elementary teacher candidates to teach reading to English language learners.

Standard 10: Struggling Readers.

The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure.

Preparation of Secondary School Teachers

Standard 11: Middle School Content.

The program ensures that middle school teacher candidates know their subjects.

Standard 12: High School Content.

The program ensures that high school teacher candidates know their subject.

Preparation of Special Education Teachers

Standard 14: Grade-level Subject Preparation.

The program requires special education teacher candidates to know the subjects they are likely to teach.

Entry into Program and Profession

(Applies to elementary, secondary and special education programs.)

Standard 16: Selectivity.

The program selects candidates of high academic caliber using a screen that enables comparison of their academic achievement to that of college-attending peers.

Standard 13. Secondary Methods.

The program requires that high school teacher candidates practice teaching the content of their intended subject areas.

Standard 15: Instructional Design.

The program ensures that special education teacher candidates practice the development of “specially designed” instruction that customizes instruction to address a range of students needs.

Standard 17: Outcomes.

The institution collects data related to its graduates’ performance in the classroom.