

NCTQ STANDARDS for RATING the QUALITY OF TEACHER PREPARATION in ILLINOIS

January 14, 2010

- low weighting
- moderate weighting
- high weighting

I. Preparation standards for ALL teachers

Selectivity: Evidence that the institution has adequate admission standards, restricting admissions to students who were in the top half of college-going high school peers, as well as providing a flexible program of study tailored to students' knowledge and skill level (1) ; that courses are sufficiently rigorous, reflecting college-level work (2) ; and that the institution seeks to set a higher standard for program completion than licensure requires (3) .

21st Century teaching: Evidence that the institution places high priority on imparting an understanding of the world, its history and cultures to all students enrolled in the institution, including teacher candidates (1); that teacher candidates acquire specific knowledge of the traditions, culture, and languages of principal minority and ethnic groups residing in the state (2) ; that the institution embeds the state's learning standards across the program (3) ; that teacher candidates become familiar with the most critical education issues of the day, notably the "achievement gap" (4) ; that the needs of English language learners are fully embedded in instruction (5) ; and that applications of technology are integrated into the pedagogy associated with specific content areas (6) .

Student Teaching: Evidence that the institution has a strong student teaching model conveying a commitment to training students in high performing high needs schools that is preceded by early and efficient exposure to field-work (1) ; that requires a full-time, primarily local clinical experience (2) ; that carefully screens and qualifies expert cooperating teachers in the partner school (3) ; and that the structure of the degree requirements make it possible for a student who is unsuccessful in student teaching to qualify for a college degree (4) .

Program Evaluation: Evidence that the institution tracks graduate outcomes such as employment and retention (1) ; and that the institution fully utilizes any available data from the state or districts to measure the quality of its teacher program graduates and adjust accordingly (2) .

Faculty: Evidence that a preponderance of the coursework is taught by faculty members who are permanently employed by the institution (1) ; and that the institution does not expect faculty members to teach multiple disparate disciplines (2) .

Professional Training: Evidence that pedagogical training is age specific where advantageous and that teacher candidates obtain a solid understanding of all types of classroom assessments and acquire an ability to analyze student data (1) ; that the institution requires the teacher candidates to understand key principles from cognitive psychology about how human beings learn and children develop (2) , classroom management (3) , and special education (4) ; that professional preparation is delivered efficiently (5) ; and that all required courses are offered at least once a year (6) .

II. Standards specific to elementary teachers

Evidence that elementary teacher candidates receive a broad liberal arts education, appropriately focused on the background knowledge relevant to elementary grades (1) and an area of concentration (2) ; that the institution prepares its elementary teachers in scientifically-based reading instruction (3) ; that the institution provides adequate preparation in the specific mathematics content needed by elementary teachers (4) ; and that the institution provides effective methods (5) .

III. Standards specific to secondary teachers

Evidence that the institution provides adequate subject area preparation (1) , and effective subject methods (2) , including teaching reading in the subject area (3) .

IV. Standards specific to special education teachers *

Evidence that special education teacher candidates receive a broad liberal arts education (1) ; that the institution dedicates resources to meeting state needs for special educators (2) ; that special education teacher candidates are prepared to employ scientifically based reading instruction (3) ; that there is adequate preparation in mathematics (4) ; and that pedagogical training is geared to the specific knowledge and skills needed by special education teachers at the elementary and secondary level, including behavioral analysis and modification (5) .

*NCTQ is not analyzing the quality of programs designed to train teachers for *low incidence* special education, such as teaching students who are blind, deaf or have serious cognitive impairments.

This compilation of standards has been modified from that disseminated in October 2009 to reflect discussion with the members of the Advance Illinois/NCTQ Teacher Preparation Program Evaluation Advisory Council