III. Findings by Standard

Findings for alternative certification programs are located in Section IV of this report.

This year's findings focus on what is new and different in *NCTQ Teacher Prep Review 2014* compared with the findings from last year's edition.

A wealth of extensive background and supporting information is readily available:

- For terms used in the *Review*, a glossary provides definitions.
- For each of our standards, we've developed a rationale that lays out the support found in research and other sources.
- For more detail on findings for any standard, including call-outs of exemplary programs and more detailed information on the graphics included in this section, see the individual findings report for each standard.
- For information on how to improve program quality relevant to our standards, consult our new "Standards Guidance."
- For more about how programs are scored on any standard, including how individual indicators are satisfied, see the scoring methodology.
- For examples of model materials on a variety of standards, see the resources section.

How did programs that submitted new materials for the second edition fare?

In spite of the widespread resistance to the *Review*, 118 institutions submitted new data for evaluation on one or more standards. These institutions have often taken considerable pains to orient themselves to the nature and framing of our standards.[18]

It is too early to expect significant changes in the field, but the following table on evaluations of the programs submitting new data for the second edition[19] contains promising news.[20]

How institutions that submitted new materials fared in *Review 2014*

Standard	Number of programs	↑ Scores that went up		↓ Scores that went down		↔ Scores that stayed the same	
Selection criteria*	201	57	28%	4	2%	140	70%
Early reading	122	46	38%	17	14%	58	48%
English language learners	104	15	15%	10	10%	79	76%
Struggling readers	104	15	15%	8	8%	81	78%
Elementary math	98	12	12%	2	2%	84	86%
Elementary content	96	11	11%	7	7%	78	81%
Middle school content	33	0	0%	0	0%	33	100%
High school content	62	7	11%	0	0%	55	88%
Special education content	14	1	7%	2	14%	11	79%
Classroom management*	130	71	55%	21	16%	38	29%
Assessment and data	140	76	54%	4	3%	60	43%
Student teaching*	232	80	35%	26	11%	126	54%
Secondary methods	50	6	12%	0	0%	44	88%
Instructional design for special education	6	3	50%	0	0%	3	50%
Outcomes	58	10	16%	0	0%	48	83%

* Standard and/or scoring also changed

Programs made the most significant improvements in two standards: **Early Reading** *and* **Assessment and Data**. *Scores in two other standards (***Classroom Management** *and* **Student Teaching***) present a more mixed improvement than the figures in the table suggest, but still demonstrated tangible gains.*

Std. revised

Standard 1: Selection Criteria

Standout State! Pennsylvania

Half of the 156 programs (51 percent) evaluated in **Pennsylvania** meet the **Selection Criteria Standard** because they choose to hold to the tougher of the two admissions options permitted by the state and require a minimum 3.0 GPA. The corresponding national figure is 22 percent.

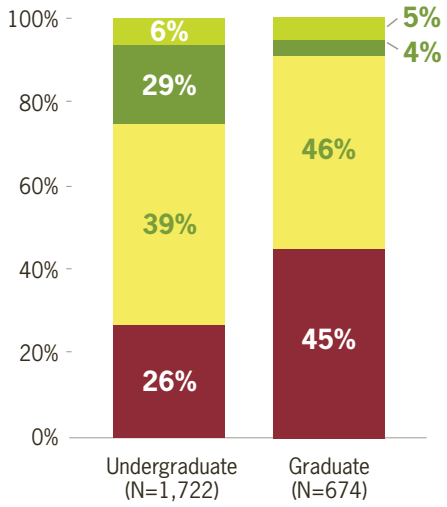
Thirty-five percent of programs at the undergraduate level and nine percent of programs at the graduate level meet this standard.

The **Selection Criteria Standard** evaluates whether candidates in teacher preparation programs have the academic aptitude to be effective instructors. In evaluating this standard we look at admissions requirements to determine if they help ensure that programs are drawing from the top half of the college-going population. In the first edition of the *Review*, at the undergraduate level we looked to see if programs require that prospective teachers have above average SAT or ACT scores, or at least a 3.0 grade point average (GPA); at the graduate level, we looked for the requirement of a 3.0 or higher GPA paired with either an audition or a score on the same type of standardized test used generally in graduate education.

Achieving Diversity

One of the ways to earn "Strong Design" on this standard is to meet the academic criteria in this standard while successfully recruiting a diverse population of teacher candidates, exceeding the minority enrollment for the institution at large at the undergraduate level, or the diversity of the state's teachers at the graduate level. This year, 91 programs earned Strong Design, slightly up from 86 last year, because they hold to high academic expectations of teacher candidates without sacrificing diversity. The findings report for the Selection Criteria Standard lists these programs.

Fig. 8 Distribution of scores on Standard 1: Selection Criteria
(N=2,396 elementary, secondary and special education programs)



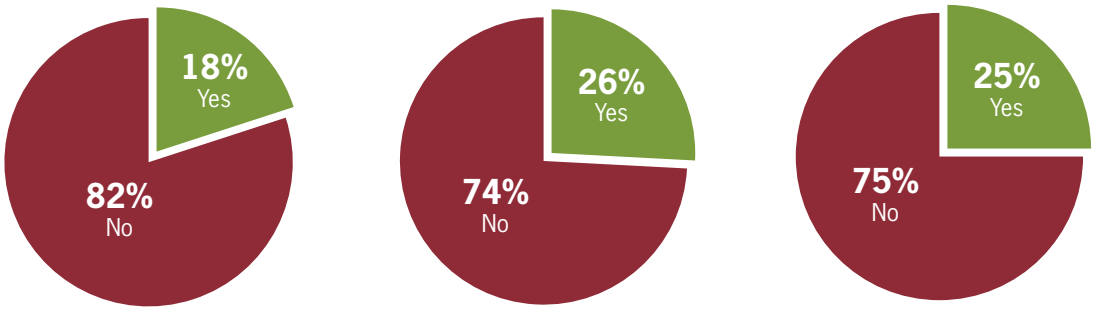
Likely drawing almost all candidates from the top half of students, and meets one or more Strong Design indicators, including achieving a high level of diversity.

Likely drawing almost all candidates from the top half of students.

May be drawing candidates from the top half of students.

(zero)
Unlikely to be drawing more than a few candidates from the top half of students.

HOW MANY PROGRAMS TRIP UP



When the results of *Teacher Prep Review 2013* were released, deans at several programs suggested that we allow them to demonstrate program selectivity that might not be evident from these criteria by instead attesting to the high average GPA at admission of their successful applicants. This suggestion made sense and accordingly we have added an indicator to the standard to that effect, allowing an average cohort GPA of 3.3 or above to satisfy the standard. This average GPA *must* be computed on the grades of applicants before they enter teacher preparation, since the average GPA of teacher candidates when it is based solely or largely on education coursework is very high. (We will discuss the phenomenon of high grades in teacher preparation coursework in a report that will be issued in fall 2014.)

In response to this added indicator, 41 programs (31 undergraduate and 10 graduate) provided evidence that the average pre-admission GPA of their most recent cohort of candidates was 3.3 or above, thereby satisfying this standard (for undergraduate programs) and partly satisfying it (for graduate programs).[21] The average GPAs provided by programs ranged from 3.3 to 3.8, with an average across all 25 programs of 3.38.

Following the release of *Teacher Prep Review 2013*, nine institutions moved swiftly to raise their admission standards: All now require that applicants to teacher preparation programs have a GPA of 3.0 or above. These institutions are: **Ball State University** (IN), **Delta State University** (MS), **Eastern Connecticut State University**, **Montclair State University** (NJ), **University of Massachusetts-Dartmouth**, **Wagner College** (NY), **Plymouth State University** (NH), **University of Memphis** (TN), and **Western Governors University** (UT).

Standard 2: Early Reading

Standout State! Louisiana

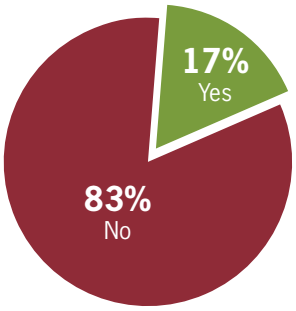
Every one of the 11 **Louisiana** programs evaluated on the **Early Reading Standard** "nearly meets" or "meets" the standard because of a 2001-2010 statewide "redesign" of teacher preparation that established a high floor for reading instruction. The corresponding national figure is 34 percent.

This standard is based on the findings of the landmark National Reading Panel (2000) report. The standard simply requires that candidates be provided coursework with adequate instruction in each of the five components of effective reading instruction, with at least two lectures dedicated to each component and an assignment in each to determine teacher

candidate understanding. Yet 14 years after the release of the National Reading Panel's authoritative delineation of these five components, and with more than half of the states (26) passing regulations that require programs to teach this approach to reading instruction, fully 56 percent of programs do not meet this low bar.

HOW MANY PROGRAMS TRIP UP

Cover all 5 components of effective reading?
(N=959 elementary and special education programs)

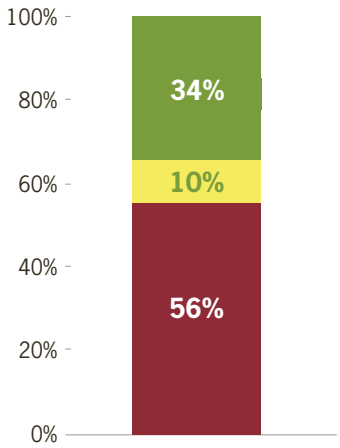


Evidence for the second edition of a complete overhaul of the reading coursework in the **University of Alaska – Fairbanks'** undergraduate elementary program increased the program's scores in **Early Reading**, **English Language Learners** and **Struggling Readers** from not meeting any of the standards to meeting all three.

As evidence of the "anything goes" approach to reading instruction that we routinely encounter in syllabi, we have had to review a total of *962* different textbooks used in 2,671 courses, most of which convey a plethora of non-research based approaches to reading instruction.

Below is a list of the five textbooks most commonly used in courses evaluated in the *Review* that comprehensively and rigorously cover the scientific basis and instructional elements of the five essential components of effective reading instruction. Names of additional acceptable textbooks can be found in the full list of all evaluated texts.

Fig. 9 Distribution of scores on Standard 2: Early Reading
(N=959 elementary and special education programs)

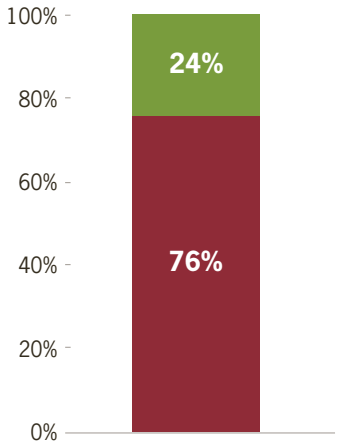


● or ◕
Program coursework comprehensively prepares teacher candidates to be effective reading instructors by addressing at least four of the five essential components.

◑
Program coursework addresses only three of the five essential components, providing teacher candidates with some preparation in reading instruction.

◔ or ○ (zero)
Program coursework cannot prepare teacher candidates to be effective reading instructors as it addresses no more than two essential components.

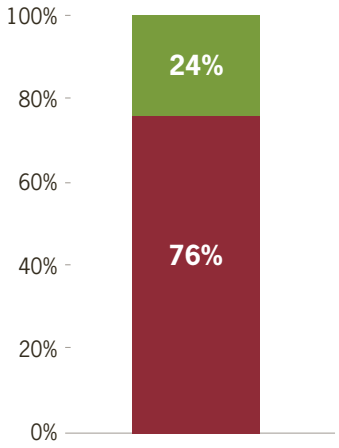
Fig. 10 Distribution of scores on Standard 3: English Language Learners
(N=665 elementary programs)



● Program literacy coursework adequately addresses strategies for English language learners.

○ (zero) Program literacy coursework does not adequately address strategies for English language learners.

Fig. 12 Distribution of scores on Standard 4: Struggling Readers
(N=685 elementary programs)



● Program coursework adequately addresses strategies for struggling readers.

○ (zero) Program coursework does not adequately address strategies for struggling readers.

Fig. 11 The five most commonly used acceptable textbooks covering all essential elements of effective reading

Title	Author(s)	Number of courses text is used	Frequency
Creating Literacy Instruction for All Students, 8th ed	Gunning, Thomas G.	108	4%
Teaching Children to Read: The Teacher Makes the Difference, 6th ed	Reutzel, D. Ray & Cooter, Robert D.	80	3%
Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 4th ed	Reutzel, D. Ray & Cooter, Robert	47	2%
CORE: Teaching Reading Sourcebook Updated 2nd ed	Honig, B., Diamond, L.; & Gutlohn, L.	43	2%
The Essentials of Teaching Children to Read: The Teacher Makes the Difference, 3rd ed	Reutzel, D. Ray & Cooter, Robert	35	1%

Standard 3: English Language Learners and Standard 4: Struggling Readers

These two standards are scored with the same materials used to evaluate **Early Reading** (Standard 2), but under different lenses. Both standards set a relatively low bar for passing. They seek to assess whether elementary teacher candidates are taught any strategies for teaching reading to students for whom English is a second language, as well as students who are not making adequate progress when learning to read. But as the score distributions in Figs. 9 and 11 show, only 24 percent of programs reach each of these low bars, meeting either standard.

Standard 5: Elementary Mathematics

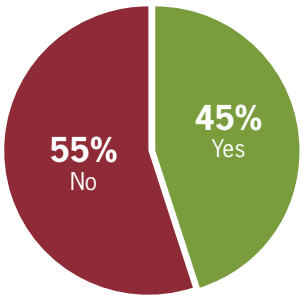
Standout State! Oklahoma

Sixty percent of **Oklahoma's** 26 programs evaluated under the **Elementary Math Standard** nearly meet or meet the standard because most require at least two elementary math content courses and about half use one of the strongest math textbooks. The corresponding national figure is 20 percent.

This standard reflects a strong consensus that elementary and special education teacher candidates need extensive, well-designed coursework to confidently and competently teach math. Further, the number of credits (six to eight semester credit hours, depending on the selectivity of the program or of the institution in which it is housed) is not arbitrary in that it allows for sufficient lecture time to cover the 12 topics in mathematics that need to be covered. (In fact, the amount of coursework required by this standard is actually more modest than what professional associations of mathematicians and mathematics educators recommend.)

HOW MANY PROGRAMS TRIP UP

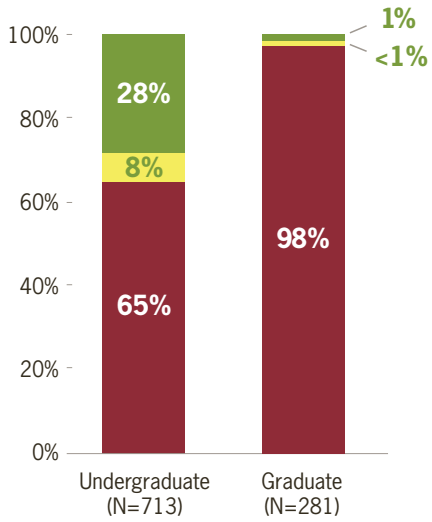
Sufficient coursework?
(N=994 elementary and special education programs)



Only 20 percent of programs nearly meet or meet the standard. This means that only one in five elementary and special education teacher preparation programs evaluated are ensuring that their candidates have the conceptual understanding of elementary math necessary for effective instruction. In many programs that score poorly, the elementary content is spread too thinly in courses that are designed to train teachers for the full K-8 grade span (rather than for the elementary grade span of K-5) or that mix elementary math methods with math content without doing adequate justice to content.

Because graduate programs are generally shorter in length than undergraduate programs, they tend to turn a blind eye to the need for preparation in elementary math, even where the undergraduate programs on their own campuses may require it. Almost 9 in 10 (89 percent) graduate programs preparing elementary teachers for the classroom tally undergraduate credits for college algebra or statistics — valuable collegiate courses, but not ones that provide the knowledge needed by elementary teachers — as counting for adequate preparation.

Fig. 13 Distribution of scores on Standard 5: Elementary Mathematics
(N=994 elementary and special education programs)

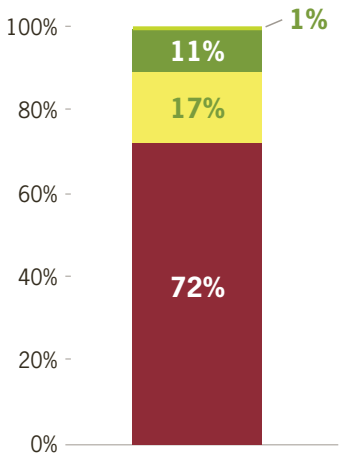


● or ◕
Program coursework addresses essential math topics in adequate breadth and depth.

◑
Program coursework addresses essential math topics in adequate breadth but not depth.

◔ or ○ (zero)
Program coursework addresses essential math topics in inadequate breadth and depth.

Fig. 14 Distribution of scores on Standard 6: Elementary Content
(N=1,165 elementary programs)



The program's elementary teacher candidates are well-prepared in content spanning the full elementary curriculum.

or

The program's elementary teacher candidates are well-prepared in content that almost completely spans the full elementary curriculum.

The program's elementary teacher candidates' content preparation spans only a part of the full elementary curriculum.

or (zero)

The program's elementary teacher candidates' content preparation spans only a small part or none of the full elementary curriculum.

Both **Wright State University** (OH) and **Montana State University** improved in our evaluations, each now achieving nearly top scores on the Elementary Math Standard. The former program added a course and changed a textbook for the better, and the latter replaced two elementary math courses with three courses, thereby enabling instruction of sufficient depth.

Standard 6: Elementary Content

Standout States! Louisiana, Virginia and West Virginia
It's almost a tie: 63 percent of **Louisiana's** 11 programs and 61 percent of **Virginia's** 28 programs evaluated on the **Elementary Content Standard** nearly meet or meet the standard compared to the national figure of only 12 percent. Programs in both states do a good job pointing teacher candidates to the general education coursework that will best prepare them for teaching to the level required of new college and career readiness standards. We also note that 23 percent of **West Virginia's** 13 programs evaluated on this standard not only meet the standard, but earn Strong Design.

The current crop of teacher candidates has emerged from a broken PK-12 system which increasingly rigorous learning standards are designed to fix. Unfortunately, it is these same teacher candidates who are now charged with teaching students to the level required by rigorous standards. Breaking the cycle requires that teacher candidates get more guidance from teacher preparation programs via appropriate coursework in literature and composition, history and geography, and the sciences (with labs).[22] But the fact that only 12 percent of programs evaluated nearly meet or meet this standard (see Fig. 14) means that the cycle of weak content knowledge (and its attendant negative impacts on reading comprehension) is *not* likely to be broken.

Science requirements are a particular area of weakness. For example, our evaluation indicates that 68 percent of programs do not require that teacher candidates take a single general audience science course that covers content centrally relevant to elementary grades. More often, candidates spend a full 3-credit course covering a topic that represents a tiny fraction of the content needed or is simply irrelevant.

For example, candidates can often fulfill general education science requirements with courses such as *Natural Disasters: Hollywood vs. Reality, Earthquakes and Society, or The Science of Gemstones.*[23]

Delta State University's (MS) and **Fort Hays State University's** (KS) undergraduate elementary programs improved to earn nearly top scores on the **Elementary Content Standard**. Both outline new explicit course requirements among general education courses. (In the case of Delta State this involves specifying the choice of world literature, American history, and political science courses in which candidates should enroll, and adding new requirements for world history, physics, and music.) **Lipscomb University** (TN) also now has a nearly top score because it has a very thorough transcript review process for applicants to its graduate elementary program.

Standard 7: Middle School Content

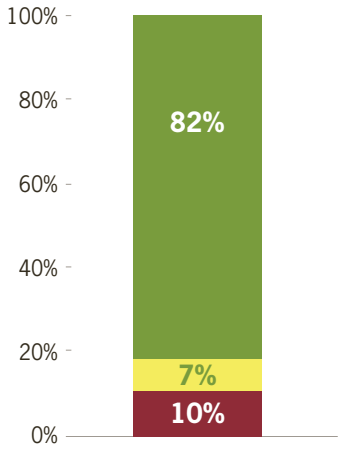
Our means of evaluating middle school programs for content preparation aligns with the recommendations found in NCTQ's *State Teacher Policy Yearbook*, in which well-constructed state licensing tests are judged to be the most efficient means for state licensing officials to decide if a middle school teacher candidate is prepared to teach the subject matter. Because most states have such tests, a very high proportion (82 percent) of middle school programs satisfy the **Middle School Content Standard** (see Fig. 15).

Standard 8: High School Content

Standout States! Minnesota and Tennessee

Every one of the 25 secondary programs in **Minnesota** and the 28 secondary programs in **Tennessee** evaluated on the **High School Content Standard** meets the standard, compared to the national figure of 35 percent. Both states require content licensing tests that ensure that all secondary teacher candidates have an adequate knowledge of every subject they will be certified to teach.

Fig. 15 Distribution of scores on Standard 7: Middle School Content
(N=375 middle school programs)

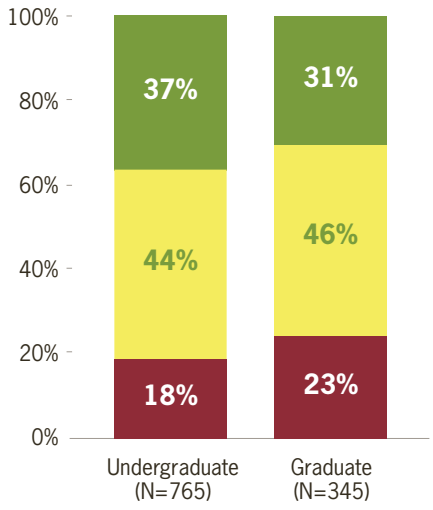


● The combination of state licensing tests and program coursework requirements ensures that all middle school candidates have content knowledge in the subjects they will teach.

◑ The combination of state licensing tests and program coursework requirements ensures that most, but not all, middle school candidates have content knowledge of the subjects they will teach.

○ (zero) The combination of state licensing tests and program coursework requirements ensures that only a small share of middle school candidates have content knowledge in the subjects they will teach.

Fig. 16 Distribution of scores on Standard 8: High School Content
(N=1,110 high school programs)



The combination of state licensing tests and program coursework requirements ensures that all high school candidates have content knowledge in the subjects they will teach.

The combination of state licensing tests and program coursework requirements ensures that most, but not all, high school candidates have content knowledge of the subjects they will teach.

(zero)
The combination of state licensing tests and program coursework requirements ensures that only a small share of high school candidates have content knowledge in the subjects they will teach.

This standard is based on the simple proposition that high school teacher candidates should have adequate content knowledge in every subject they are certified to teach. If this content knowledge is not assured by a licensing test, then coursework requirements must be sufficient. The problem with high school preparation is what lurks in the more obscure corners of certification in the sciences and social sciences (or what is generally called "social studies"). The majority of states certify candidates to teach all subjects within these fields without adequately testing the candidate's mastery of each subject and without ensuring that teacher preparation programs require at least a minor in two of them. This lapse largely accounts for the fact that only 35 percent of programs evaluated meet the standard (see Fig. 16).

While programs can always step up to the plate and go above and beyond state regulations — and many that meet our standard do — states should follow the lead of **Tennessee** and **Indiana**, which now require certification and subject matter testing in every subject area to be taught, including the sciences and social sciences.

Each state's certification and testing structure is explained here.

Delta State University (MS) documented a change in coursework requirements for secondary social science education majors: Whereas teacher candidates with this major previously only had to take coursework constituting a single minor (in history), they are now required to take an additional nine credits of political science and have two minors, which will definitely prepare them more thoroughly for high school classrooms.

Standard 9: Special Education Content

By and large, special education teacher preparation programs have not come to grips with the need to ensure that their candidates know the content of the subjects they will teach. Only 2 percent of programs nearly meet or meet the standard. Even if a program did an excellent job preparing its special education candidates in techniques to modify instructional materials, their lack of content mastery across some, or all, of the curriculum might handicap them enormously and jeopardize the success of their students.

HOW MANY PROGRAMS TRIP UP

Sufficient content preparation for PK-12 instruction?
(N=51 undergraduate and graduate special education programs offering PK-12 license)

The most striking manifestation of the content knowledge problem occurs in the 35 states that certify special education teachers for grades PK-12, a span that makes it unlikely candidates sufficiently know the subjects they will teach or co-teach.

We will be expanding the number of special education programs evaluated on this standard in the third edition of the *Review*.

Std. revised

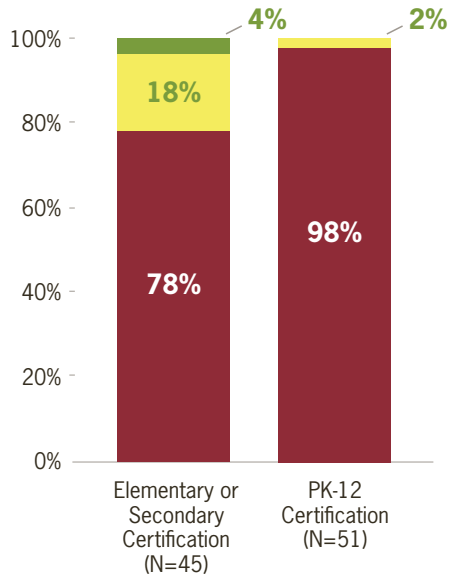
Standard 10: Classroom Management

Standout State! Tennessee

91 percent of **Tennessee's** 23 programs evaluated on the **Classroom Management Standard** nearly meet or meet the standard, compared to the figure of 38 percent for all programs in the sample. Many of **Tennessee's** programs use the state's TEAM evaluation as the basis for their own student teacher evaluation form, which lends the strength of the TEAM to the feedback they offer.

This standard evaluates the feedback that programs give to student teachers on how well they manage their classrooms. Classroom management is a set of skills that few novice teachers possess — and both they and their students suffer when it is lacking. We know from previous studies that many teacher educators do not place much stock in actual training on classroom management. Usually classroom management coursework involves little more than introducing teacher candidates to a variety of models and techniques and then asking that they develop their own "personal philosophies" of classroom management. There is also an underlying presumption among some teacher educators

Fig. 17 Distribution of scores on Standard 9: Content for Special Education
(N=96 special education programs)



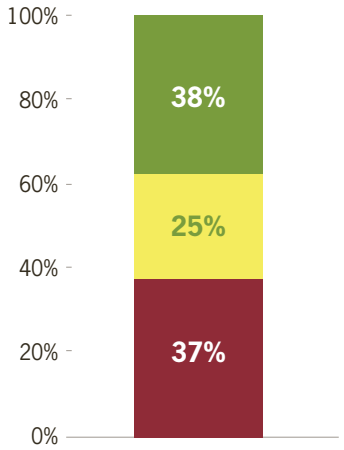
● or ◕
The program requires adequate or nearly adequate preparation in the content spanning the curriculum for the grade levels for which the candidate will be certified to teach.

◑
The program requires some coverage of the content spanning the curriculum for the grade levels for which the candidate will be certified to teach.

◔ or ○ (zero)
The program requires little or no coverage of the content spanning the curriculum for which the candidate will be certified to teach.

Fig. 18 Distribution of scores on Standard 10: Classroom Management

(N=1,181 elementary, secondary and special education programs)



● or ◕
The program provides student teachers with feedback on critical classroom management techniques.

◑
The program provides student teachers with feedback on their use of some, but not all, critical classroom management techniques.

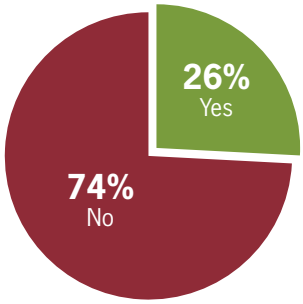
◔ or ○ (zero)
The program does not provide student teachers with feedback on their use of critical classroom management techniques.

that if teachers teach well, students will be engaged in learning and no classroom management problems will develop. This standard requires that programs give feedback on specific techniques.

HOW MANY PROGRAMS TRIP UP

Feedback on reinforcing appropriate behavior?

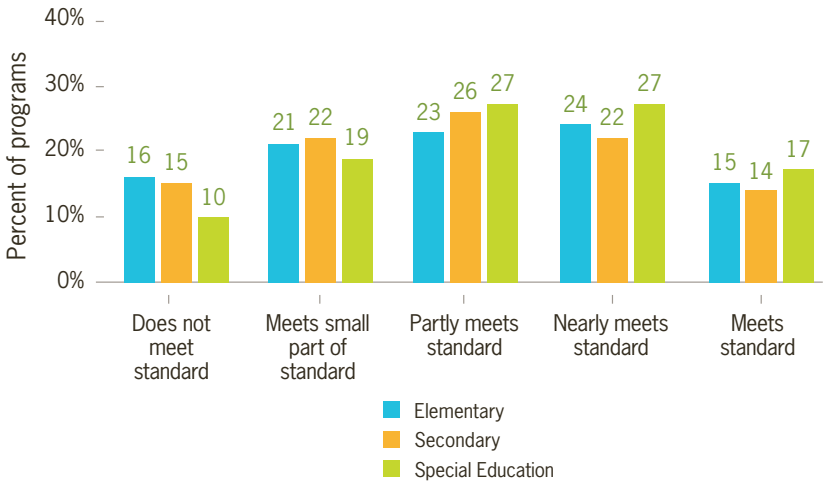
(N=1,181 undergraduate and graduate programs)



We substantially changed the nature and scope of this standard in this edition of the *Review*, providing better clarity and more detailed guidance to programs on the "Big Five," the fundamental research-supported techniques we identified in our December 2013 report *Training Our Future Teachers: Classroom Management*: rules, routines, positive reinforcement (e.g., praise), handling misbehavior, and engagement.

All programs evaluated on this standard in the 2013 *Review* have been *re-evaluated* in 2014 using the revised indicators.[24] In this edition, we've also included special education programs.

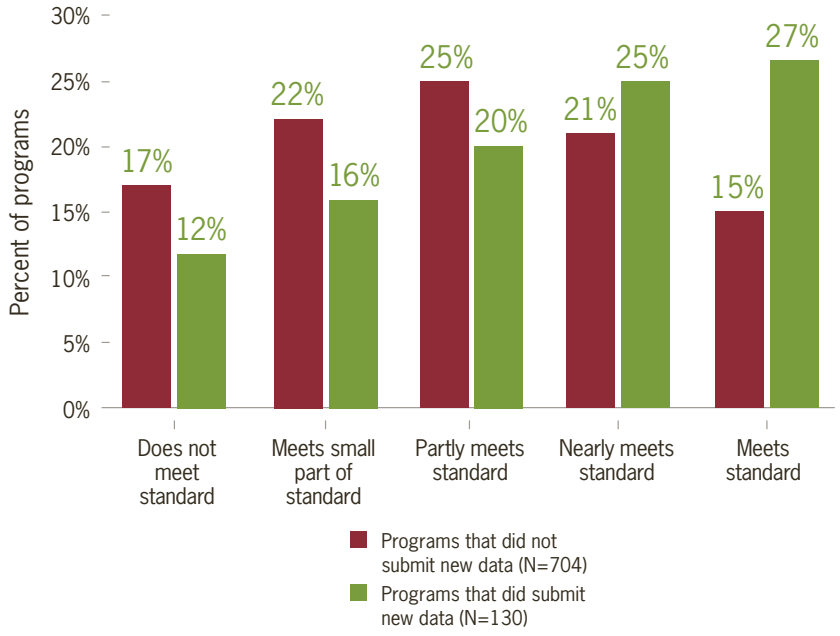
Fig. 19 Distribution of Classroom Management Standard scores by program type



Compared to elementary and secondary programs, a larger proportion (44 percent) of special education programs nearly meet or meet the standard.

In general, the distribution of scores on the **Classroom Management Standard** in the second edition of the *Review* is better than the distribution of scores in the first edition. A large minority of all programs (42 percent) increased their scores, partially because of scoring changes.[25] Above and beyond this reason for score improvements, however, were the disproportionate score gains of programs that submitted new data for the second edition, indicating real program improvements and not simply the effects of scoring changes. Programs that submitted new data do not have higher scores in the second edition simply because they had higher scores in the first edition — there is no statistically significant relationship between scores on the first edition and the submission of new data. However, there is a statistically significant relationship between submission of new data and improved scores in the second edition.[26]

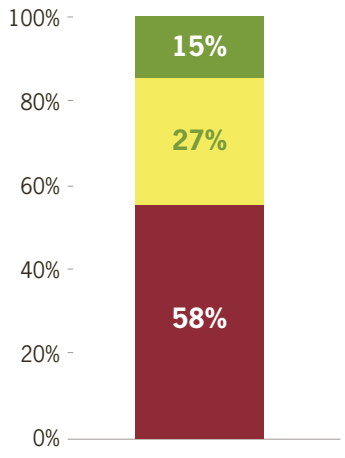
Fig. 20 Do Classroom Management Standard scores reveal program improvements?



*Compared to programs which did not submit new data for the second edition, a higher proportion of programs that submitted new data earned high scores on the **Classroom Management Standard**.*

It is especially commendable that the **Classroom Management Standard** scores for **East Central University** (OK) and **Murray State** (KY) went from the basement to the penthouse with completely revamped student teacher observation forms. Here's a graphic example of how Murray State clarified language to provide better feedback to student teachers on their classroom management skills: "Uses methods of respectful classroom discipline" is out and is replaced by: "Uses proximity and other non-verbal communication to redirect off-task behavior…. Consistently applies consequences when a student misbehaves…. Uses effective classroom management to reinforce standards of behavior through praise, rules, routines and/or procedures."

Fig. 21 Distribution of scores on Standard 11: Lesson Planning
(N=668 elementary and secondary programs)



● or ◕
Teacher candidates are ensured to meet the challenges of planning classroom instruction.

◑
Teacher candidates are ensured to meet some of the challenges of planning classroom instruction.

◔ or ○ (zero)
Teacher candidates are not ensured to meet the challenges of planning classroom instruction.

Standard 11: Lesson Planning

Because new data were not accepted for evaluation of this standard in this second edition of the *Review*, the findings from the last edition stand. In addition, scores for this standard are not reported on program ranking sheets.

With the evidence provided by our evaluation that lesson planning skills are weak, it is fortunate that the teacher education field is making headway on providing consistent guidance on lesson planning: Teacher performance assessments such as the edTPA are growing in popularity and should provide institutions with a much-needed means to create a central organizing principle elucidating what teachers should be able to do in planning lessons before exiting teacher preparation.

Standard 12: Assessment and Data

For better or worse, PK-12 education is awash in classroom and standardized tests and the data they produce. Yet just 24 percent of the elementary and secondary programs we evaluated adequately address assessment topics so as to ensure that novice teachers will be able to work productively within their classrooms, departments, and schools to assess students and use results to improve instruction.

Perhaps the most glaring issue is that while the respective state's standardized tests are a lecture topic in coursework in nearly half of all programs, few programs have assignments in coursework or capstone projects that require teacher candidates to grapple with data derived from those tests and to practice using the data to plan instruction. Also, although teaching is an increasingly collaborative profession, we find little evidence of collaborative practice in assessment-related assignments in most of the coursework evaluated.

After evaluations of 690 programs on the **Assessment and Data Standard**, we commend the undergraduate elementary program at **Fort Hays State University** (KS) for the first evidence of comprehensive preparation of candidates for the data analysis tasks they will face from their earliest days on the job. This program stands out because it requires its candidates (working both individually and collaboratively) to practice analyzing and assessing the instructional implications of sets of mock data from both classroom and standardized assessments, rather than simply classroom assessments.

Standard 13: Equity

This standard is designed to get at the important issue of cultural competency of teacher candidates. As there are no findings from solid, large-scale and non-anecdotal research that coursework dedicated to eliminating gender and racial biases has any impact,[27] we concluded that the best way for teacher candidates to internalize appropriate values is to spend time in high-poverty schools that are at least relatively high-performing. There is evidence from strong research that student teaching in such a school makes the apparently rhetorical statement that "every child can learn" something a candidate can believe. The same research provides evidence that teacher candidates who student teach in such schools become more effective teachers in *any* school environment.[28]

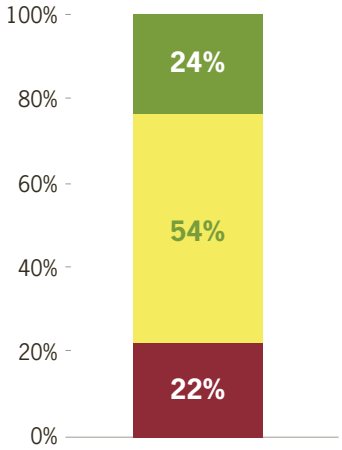
Because the availability of high-poverty, high-performing schools for student teaching placements differs by program due to their geographical locations, our evaluation does not set an absolute standard of, say, 20 percent or 40 percent of placements. Instead, we report on programs using geography: Our results are mapped, allowing the reader to evaluate the results for programs that are in close geographical proximity as determined by shared schools/districts used for placements. The static map below illustrates how results are displayed:

Fig. 23 How we display Equity Standard reports

A. California State University Channel Islands
B. California State University Long Beach
C. California State University Los Angeles
D. University of California Irvine
E. California Lutheran University

To date, we have posted results on the Equity Standard for two locales. For the five institutions in Los Angeles shown in the graphic above, the proportion of placements in high-performing and high-poverty schools ranges from 19 percent at **University of California – Irvine** to 57 percent at **California State University – Los Angeles**. In New York City, the range in the proportion of placements in high-performing and high-poverty schools for one cluster of institutions (**CUNY City College**, **CUNY Hunter College** and **New York University**) is small (30-35

Fig. 22 Distribution of scores on Standard 12: Assessment and Data
(N=690 elementary and secondary programs)



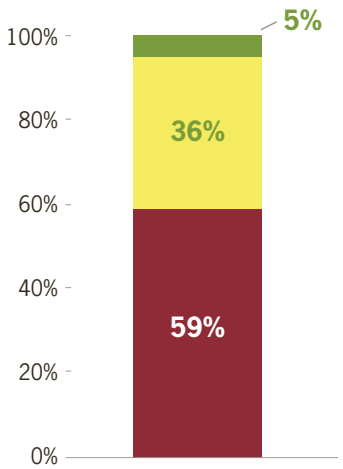
● or ◕
Program provides teacher candidates with practice in developing assessments and analyzing and interpreting assessment data.

◑
Program provides teacher candidates with some practice in developing assessments and analyzing and interpreting assessment results.

◔ or ○ (zero)
Program provides teacher candidates with no or virtually no practice in developing assessments or analyzing and interpreting assessment results.

percent); in another cluster (**CUNY Queens College**, **CUNY York College** and **CUNY Brooklyn College**), the range in placements in high-performing and high-poverty schools is larger (43-54 percent).

Fig. 24 Distribution of scores on Standard 14: Student Teaching
(N=1,796 elementary, secondary and special education programs)



● or ◕
Student teachers are ensured of receiving strong support from program staff and cooperating teachers.

◑
Student teachers are ensured of receiving some support from program staff and cooperating teachers.

◔ or ○ (zero)
Student teachers are not ensured of support from program staff and cooperating teachers.

Std. revised

Standard 14: Student Teaching

Standout State! Arizona
24 percent of the 21 **Arizona** programs evaluated on the **Student Teaching Standard** meet the standard, compared to only 5 percent nationally.

With only 5 percent of programs satisfying the standard (see Fig. 24), the **Student Teaching Standard** is the toughest NCTQ key standard. Why is this? At its roots, for too long teacher educators have been content simply to do the necessary clerical back-and-forth with school districts to arrange for classroom placements, relying on school principals to select cooperating teachers by whatever means principals saw fit. Indeed, especially given the fact that there is an overabundance of elementary teacher candidates in most programs, teacher educators have been grateful for *any* placements for their candidates.

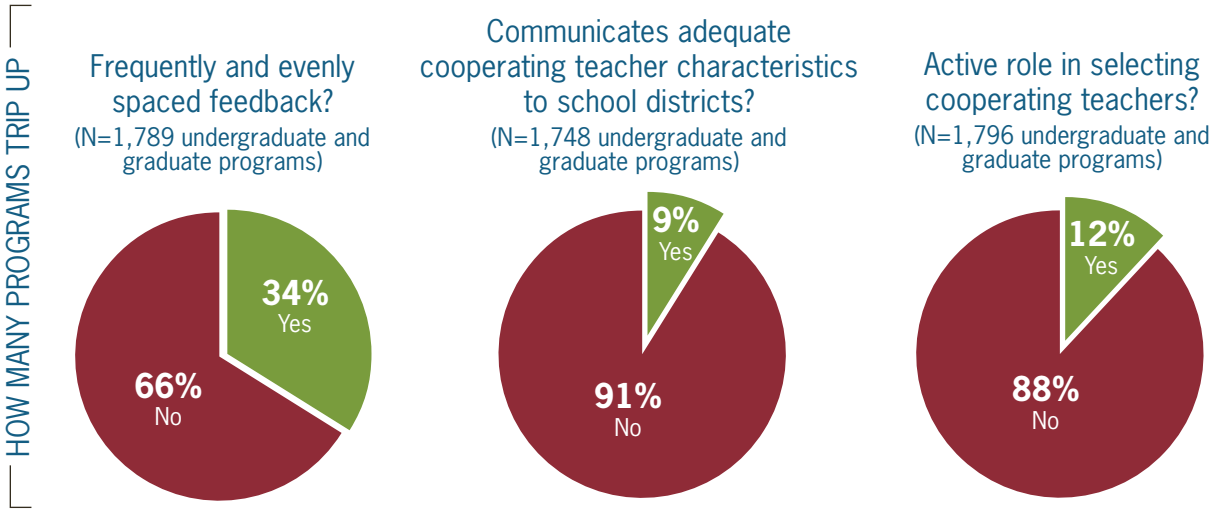
Teacher candidates have only one chance to experience the best possible student teaching placement. The goal of this standard is to set the minimum conditions for the best placement. We look for policies that require student teachers be placed in classrooms with an effective classroom teacher and also to receive sufficient support and feedback from their university supervisor.

Many groups clamor for teacher preparation to increase candidates' time in classrooms. In fact, nearly every new initiative to improve teacher preparation calls for more and earlier clinical work. However, there are very few initiatives promoting the importance of teacher candidates being placed in the *right kind* of classrooms. More clinical practice may create a more *polished* novice teacher, but it does not necessarily create a more *effective* novice.

What's been evaluated. Partial credit is now provided for programs that provide four observations with written feedback by program supervisors. In the first edition of the *Review*, credit was only awarded for five or more observations.

Also, due to the increasing number of states whose regulations set forth the requirements of the cooperating teacher,[29] we lost confidence that the credit we were awarding programs on the basis of sometimes

cryptic citations to state regulations was warranted.[30] Program requirements for characteristics of cooperating teachers are no longer factored into scoring, but are reported.

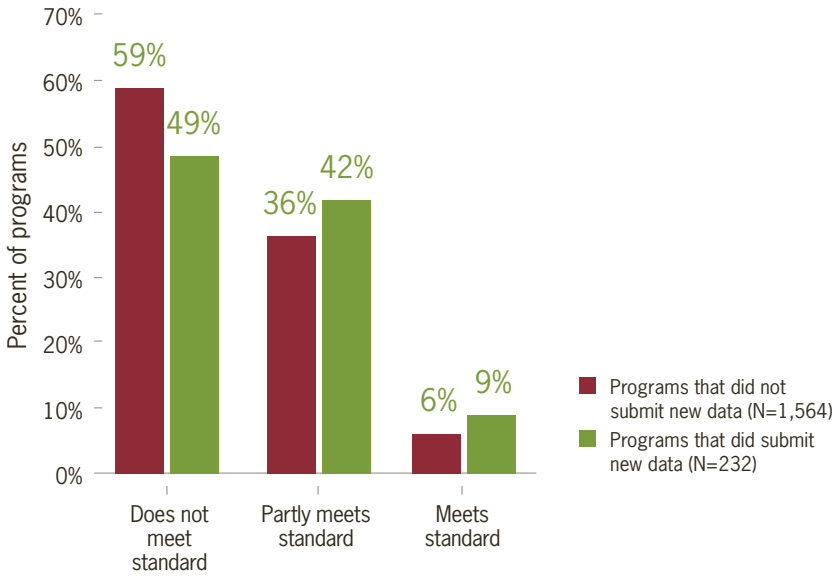


The standard also evaluates whether the program plays an active role in selecting cooperating teachers, as signified by the information collected about those nominated for this role. This indicator has been refined to provide more credit to programs that seek information regarding whether the nominees are capable mentors and/or effective instructors, as opposed to only seeking information on any other professional skills.

All elementary, secondary and special education programs evaluated on this standard in *Teacher Prep Review 2013* have been *reevaluated* using revised indicators.

A combination of standard changes, scoring changes and new data submitted by 232 programs makes it more difficult to determine the contributions of each factor to any new score distribution on the standard.

Fig. 25 Do Student Teaching Standard scores reveal program improvements?



Compared to programs that did not submit new data for the second edition, a higher proportion of programs that submitted new data earned high scores on the ***Student Teaching Standard****.*

As in the case of the **Classroom Management Standard** (see page 45), these disaggregated results point to promising improvements in the nature of student teaching arrangements in at least a share of the programs included in our evaluation. And again, as in the case of the Classroom Management Standard, our analysis indicates that there is a statistically significant relationship between submission of new data and improved scores in the second edition, and that programs that provided new data do not have higher scores on the **Student Teaching Standard** in this edition simply because they had higher scores on the standard in the first edition.[31]

The way forward on improving student teaching is a changed perspective on the part of both teacher educators and school district personnel: On the preparation side, student teaching should be viewed as the culminating experience provided only for those teacher candidates who have met a high bar for competency. On the school district side, student teaching should be viewed as a human capital development vehicle in which recruiting and rewarding talented teachers for their role as cooperating teachers improves prospects for hiring novice teachers who are effective on day one.

Communicating to districts the required characteristics of cooperating teachers

Fort Hays State University (KS) now includes both cooperating teacher criteria required by the NCTQ standard in contracts with school districts: "The District agrees…[t]o nominate outstanding licensed cooperating teachers or other appropriate school personnel who meet the following criteria: a) have skills as mentors of teacher candidates (including observing, providing feedback, and working collaboratively), b) exemplify excellence in teaching by demonstrating a positive impact on student learning."

The **University of Montana** has introduced a nomination form for potential cooperating teachers in which a principal must use evidence to support his/her judgment of a teacher's mentorship skills and instructional ability: "I nominate the following teachers to mentor the UM candidates discussed at this semester's placement meeting. My judgment for nomination is based on the teachers' mentoring abilities (as demonstrated through workshop participation or (blank)) and their positive impact on student learning (as demonstrated through curricular or standardized test)."

Playing an active role in cooperating teacher selection by collecting substantive information

Miami University of Ohio (OH) has begun asking school districts to submit six-item questionnaires regarding teachers nominated as cooperating teachers. Questions include requests for narratives addressing mentorship skills and impact on student learning.

With data submitted for the second edition, the **University of Houston** (TX) is now one of only four institutions in the country whose programs fully satisfy all of the **Student Teaching Standard's** indicators. Its four evaluated programs previously required only three observations of student teachers, but now require five. It also

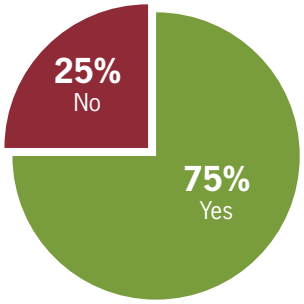
- clearly communicates to school districts the necessary characteristics of cooperating teachers ("The prospective Cooperating Teacher must be recommended by the building principal under whom he/she works, and in that principal's determination be 1) an effective teacher, based on student performance, with 2) demonstrated mentorship abilities"); and
- requires that the above characteristics be documented on a questionnaire.

Standard 15: Secondary Methods

It is one thing to know a subject and quite another to teach it. Beyond knowing content, candidates should have skills enabling them to introduce content to students. Best practices differ among content areas, so methods courses should be tailored to a candidate's chosen subject area. Conservatively estimated, at least 31 percent of the secondary programs evaluated (n=664) earn a score fully meeting the **Secondary Methods Standard** for requiring three semester credit hours or more of subject-specific methods coursework that includes (or aligns with a practicum including) actual classroom instruction.[32] (See Fig. 26) Nonetheless, we note that a large proportion of programs (25 percent) do not even require a single 3-credit subject-specific methods course.

HOW MANY PROGRAMS TRIP UP

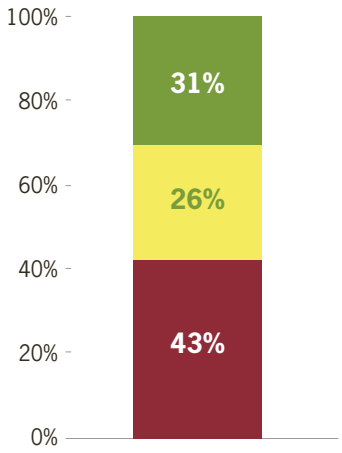
Subject-specific methods course?
(N=1,135 undergraduate and graduate programs)



Standard 16: Instructional Design in Special Education

The standard evaluates how programs train special education candidates to adapt and modify curriculum to ensure that students with special needs can access content in core academic subjects. In general, scores are relatively high, with 48 percent of programs nearly meeting or meeting the standard. (See Fig. 27) However, for lower scoring programs, our evaluations revealed a substantial amount of outsourcing of training of special education teacher candidates to elementary methods coursework. Courses not overseen by special education faculty contribute significantly to preparation in instructional design in 85 percent of the undergraduate programs for which a comprehensive review of coursework is possible. Given that special education experts do not teach such coursework, candidates are unlikely to learn curriculum

Fig. 26 Distribution of scores on Standard 15: Secondary Methods
(N=664 secondary programs)



● Secondary teacher candidates are ensured of learning instructional strategies for their subject(s) and are provided opportunities to practice using them.

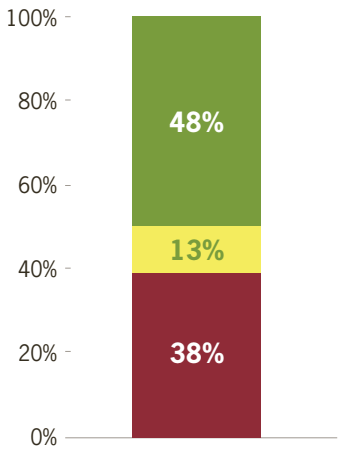
◑ Secondary teacher candidates are ensured of learning instructional strategies for their subject(s) but are not provided opportunities to practice using them.

○ (zero) Secondary teacher candidates are not ensured of learning instructional strategies for their subject(s) or provided opportunities to practice using them.

adaptation and modification approaches in the depth and with the nuances that should be provided.

We will be expanding the number of special education programs evaluated on this standard in the third edition of the *Review*.

Fig. 27 Distribution of scores on Standard 16: Instructional Design for Special Education
(N=60 special education programs)



● or ◕
Teacher candidates complete a sufficient number of assignments involving design of instruction in special education coursework.

◑
Teacher candidates complete some assignments involving design of instruction in special education coursework.

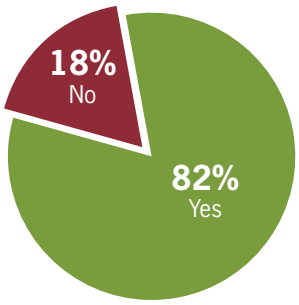
◔ or ○ (zero)
Teacher candidates complete few or no assignments involving design of instruction in special education coursework.

Standard 17: Outcomes

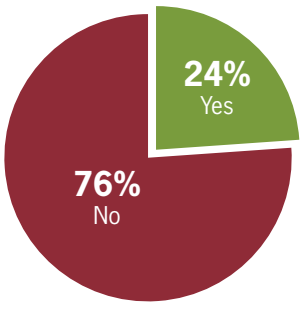
Because no institution can improve without information on how well it is performing, NCTQ's standard looks at whether and how often institutions collect data regarding their teacher graduates.[33] Only about 26 percent of institutions meet this standard.

HOW MANY PROGRAMS TRIP UP

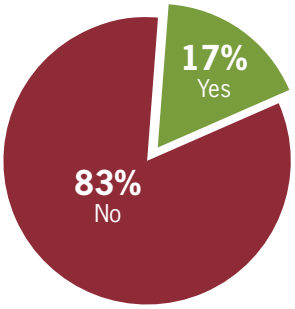
Surveys graduates?
(N=487 undergraduate and graduate programs)



Administers TPA?
(N=487 undergraduate and graduate programs)



Collects data on graduates' effectiveness?
(N=487 undergraduate and graduate programs)



Admittedly, state data systems often create obstacles to obtaining data on graduates' effectiveness, but a number of motivated institutions have demonstrated with initiative and ingenuity that these obstacles are not as insurmountable as they may appear. For example, despite the lack of a public report providing VAM results for teacher preparation programs in South Carolina, **Clemson University** obtains data on graduates' classroom performance by special request and conducts its own value-added analysis.

On the **Outcomes Standard**, **Johns Hopkins University** (MD) and the **University of Nebraska – Omaha** have begun administering surveys of both graduates and graduates' employers that will provide data useful for program improvement.

University of Wyoming and **University of Maryland – College Park** have adopted the national edTPA for use in their programs in the absence of any state edTPA initiative, demonstrating a commitment to obtaining data on their teacher candidates' classroom performance.

Standard 18: Evidence of Effectiveness

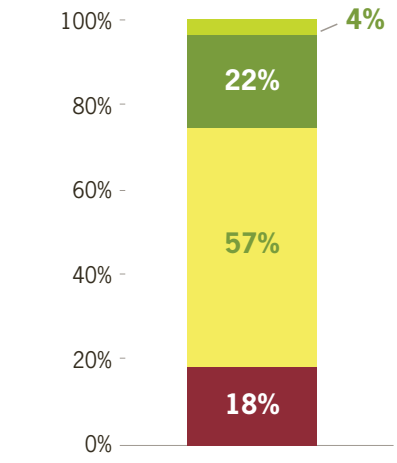
Standout State! North Carolina

North Carolina has developed a teacher preparation program "student performance data model" that provides program-specific rather than institution-specific results.

Last edition's attempt to use outcome measures themselves to evaluate programs was unfortunately extremely limited due to the fact that our standard is wholly dependent on data produced by each state. Further, the little public data that exist are even more severely reduced when we seek data that can be used to evaluate *specific* teacher preparation programs (such as data on graduates from an undergraduate elementary program, as opposed to data on graduates from both an undergraduate and a graduate elementary program combined).

There are four states that currently publish such data (**Louisiana**, **North Carolina**, **Ohio** and **Tennessee**), but only North Carolina reports the data at the specific program level. Because it is only fair to evaluate a program when results about its graduates are statistically significant and consistent for several years, the number of programs qualifying for an evaluation shrank to a handful. Of that handful, *only one* last year was in the *Teacher Prep Review's* sample. Accordingly, only one elementary program (out of 214 programs in these four states that publish reports on teacher preparation value-added data models) was evaluated using these data. 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).

Fig. 28 Distribution of scores on Standard 17: Outcomes
(N=487 institutions of higher education)



Institutions collect appropriate outcomes data and provide evidence of its use for program improvement.

Institutions collect appropriate outcomes data.

Institutions collect some appropriate outcomes data.

(zero)
Institutions do not collect appropriate outcomes data.

Fig. 29 One or more of these institutions' programs earn the highest score on standards

		Satisfy the standard and the standard's strong design indicator:					**Satisfy the standard by earning all possible points.** Programs indicated satisfy both the standard and all the standard's indicators:		
Institution	**State**	Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Alma College	MI	ug elem/ug sec							
Arcadia University	PA	ug elem/ug sec							
Arizona State University	AZ	ug elem/ug sec/ug sped							
Auburn Univeristy	AL	ug elem/ug sec							
Augustana College	IL	ug elem/ug sec							
Augustana State University (Georgia Regents University Augustana)	IL						ug elem/ ug sec/g elem/ g sec		
Austin Peay State University	TN					all			ug elem/ ug sec
Barnard College	NY	ug elem/ug sec							
Belmont University	TN	ug elem							
Boston College	MA	ug elem/ug sec							
Bucknell University	PA	ug elem/ug sec							
California Polytechnic State University – San Luis Obispo	CA						g elem/g sec		
Carroll College	MT	ug elem/ug sec							
Cedarville University	OH	ug elem/ug sec							
Central Washington University	WA					all			
Cheyney University of Pennsylvania	PA	ug elem							
Clayton State University	GA	g sec		ug elem/ ug sec					
College of Charleston	SC	ug elem/ug sec	ug elem						
College of William and Mary	VA	g elem/g sec							
Colorado State University	CO	ug elem/ug sec							
Colorado State University – Pueblo	CO		ug elem						
Columbia University	NY	ug elem/ug sec							
Concord University	WV				ug elem				
CUNY – Hunter College	NY					all		ug sec/ g elem/ g sec	
Dallas Baptist University	TX	ug elem/ug sec				all			
Dalton State College	GA						ug elem		
DePaul University	IL	ug elem/ug sec							
Dreallel University	PA	ug elem/ug sec							
Duquesne Univeristy	PA	ug elem							
Elon University	NC			ug elem					
Emporia State University	KS						ug elem/g sec		
Fort Hays State University	KS							ug elem	
Francis Marion Univeristy	SC						ug elem		
Gardner-Webb University	NC				ug elem				
Geneva College	PA	ug elem/ug sec							
Georgia College and State University	GA	ug elem							
Glenville State College	WV				ug elem				
Gonzaga University	WA	ug elem/ug sec							

Program guide: ug elem = undergraduate elementary; ug sec = undergraduate secondary; g elem = graduate elementary; g sec = graduate secondary; ug sped = undergraduate special education; g sped = graduate special education

		Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
Institution	**State**	Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Greensboro College	NC	g elem/g sec							
Grove City College	PA	ug elem/ug sec							
Illinois State University	IL						ug sped		
Iona College	NY	ug elem							
Iowa State University	IA	g sec							
Ithaca College	NY	ug sec							
Juniata College	PA	ug elem/ug sec							
Kean University	NJ	g elem/g sec							
Knoall College	IL	ug elem/ug sec							
LeTourneau University	Tall	ug elem/ug sec							
Lewis and Clark College	OR						g elem/g sec		
Lincoln University of Pennsylvania	PA	ug sec							
Long Island University – C. W. Post	NY	ug elem/ug sec							
Loyola Marymount University	CA	ug elem/ug sec							
Madonna University	MI	ug elem/ug sec							
Martin Methodist University	TN				ug elem				
Mercer University	GA	ug elem/ug sec							
Mercyhurst University	PA	g sec							
Messiah College	PA	ug elem							
Miami University of Ohio	OH					all			
Middle Georgia State (Macon State) College	GA						ug elem/ug sec		
Middle Tennessee State University	TN					all			
Montana State University	MT	ug elem/ug sec							
Montclair State University	NJ	g sec							
Morgan State University	MD				ug elem				
Muhlenburg College	PA	ug elem/ug sec							
Murray State University	KY						ug elem/ug sec/ug sped		
National Louis University	IL	g elem/g sec							
Northern Illinois University	IL	ug elem/ug sec							
Northwest University	WA					all			
Northwestern State University of Louisiana	LA						ug elem/ug sec		
Notre Dame of Maryland University	MD				g elem				
Ohio State University	OH	g elem/g sec					g elem		
Oral Roberts University	OK	g sec							
Pennsylvania State University	PA	g elem/g sec							
Point Park University	PA	ug elem							
Prairie View A&M University	TX	ug sec							
Rice University	TX	ug sec							
Rockford College	IL		ug elem						
Rutgers University – Newark	NJ						ug sec		
Saint Joseph's University	PA	ug elem/ug sec							
Saint Martin's University	WA	g sec							
Saint Michael's College	VT	ug sec							
Samford University	AL	ug elem							

Program guide: ug elem = undergraduate elementary; ug sec = undergraduate secondary; g elem = graduate elementary; g sec = graduate secondary; ug sped = undergraduate special education; g sped = graduate special education

		Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
Institution	**State**	Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Seattle Pacific University	WA	ug sec							
Shepherd University	WV				ug elem				
Smith College	MA	ug elem							
Southern Methodist University	TX	ug elem	ug elem						
St. John Fisher College	NY			ug elem					
SUNY College at Old Westbury	NY	ug elem							
Teallas A&M University	TX						ug elem/ug sec		
Teallas Christian University	TX								
Touro College	OH	ug elem							
University of Akron	OH					all			
University of Arkansas	AR						g elem/g sec		
University of California – Davis	CA					all			
University of California – Irvine	CA	g sec							
University of California – San Diego	CA					all			
University of California – Santa Cruz	CA						g sec		
University of Detroit Mercy	MI	ug elem							
University of Georgia	GA								
University of Hawaii – Manoa	HI					all			
University of Houston	TX	g elem/g sec					ug elem/ug sec		ug elem/ ug sec/g elem/g sec
University of Illinois at Chicago	IL					all			
University of Illinois at Urbana – Champaign	IL	ug elem/g sec							
University of Iowa	IA						ug elem		
University of Maryland – College Park	MD					all			
University of Minnesota – Morris	MN		ug elem						
University of North Carolina at Asheville	NC	ug sec							
University of North Carolina at Charlotte	NC	g elem/g sec							
University of North Carolina at Greensboro	NC					all			
University of Redlands	CA	ug elem/ug sec							
University of Rhode Island	RI						ug elem/ug sec		ug elem/ ug sec
University of Scranton	PA	ug elem/ug sec							
University of Teallas at San Antonio	TX						ug elem/ ug sec/g elem/ g sec		
University of Utah	UT			ug elem					
University of Virginia	VA	g elem/g sec					g elem/g sec		
University of Washington – Seattle	WA	g elem/g sec				all			
University of Wisconsin – La Crosse	WI	ug elem							
University of Wisconsin – River Falls	WI						ug elem/ug sec		
University of Wyoming	WY			ug elem					
Valdosta State University	GA						ug elem/ug sec/g sped		
Vanderbilt University	TN	g elem/g sec							
Virginia Commonwealth University	VA						g elem/g sec		

Program guide: ug elem = undergraduate elementary; ug sec = undergraduate secondary; g elem = graduate elementary; g sec = graduate secondary; ug sped = undergraduate special education; g sped = graduate special education

		Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
Institution	**State**	Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Walla Walla University	WA	ug elem							
Washington and Jefferson College	PA	ug elem/ug sec							
Washington University in St. Louis	MO	ug elem/ug sec							
Western Governors University	UT						g elem/ug sec		
Whitworth University	WA	ug elem/ug sec							
William Carey University	MI						ug elem/ug sec		
William Paterson University of New Jersey	NJ								ug elem/ ug sec/g elem/g sec
Wilson College	PA	ug elem/ug sec							
Winthrop University	SC					all			

Program guide: ug elem = undergraduate elementary; ug sec = undergraduate secondary; g elem = graduate elementary; g sec = graduate secondary; ug sped = undergraduate special education; g sped = graduate special education