

NCTQ Standards and Indicators for *Teacher Prep Review 2016*

Non-Traditional Teacher Preparation Program Standards

Standard A: Selection Criteria

By employing sufficiently high but pragmatic admissions standards, the program is designed to attract talented individuals who otherwise would not choose to teach.

Standard applies to: Elementary and Secondary programs.

Indicators that the program meets the standard:

A.1.a It requires a minimum GPA of 3.0 or above or submission of a score on a standardized assessment (such as the SAT or GRE) that places the applicant in the top 50 percent of the college-going population.

OR

A.1.b It requires the minimum average GPA of all applicants who were accepted for training the previous year is 3.3 or above (certified by the program's registrar or someone of similar stature).

AND

A.2 It requires an audition process that includes, but need not be limited to, tasks that assess the applicant's (1) classroom presence, (2) problem-solving and interpersonal skills, and (3) capacity to persevere in the pursuit of improved student outcomes.

Standard B: Subject Area Expertise

Before teacher candidates have full-fledged teaching responsibilities, the program ensures their content mastery in the core subject(s) for which they could be responsible for instruction.

Standard applies to: Elementary and Secondary programs.

Indicators that the program meets the standards:

B.1 Prior to entering the classroom as the teacher of record, secondary teacher candidates' proficiency in the sciences or social sciences is demonstrated either by one or more passing scores on the number of standardized assessments necessary to provide a separate score for each subject for which the candidate could be responsible for instruction, or by transcript reviews that ascertain that coursework meets one of the criteria established below:

B.1.a A teacher candidate seeking science certification in a state that requires single-subject certification must have a major (of at least 30 SCHs) in the single teachable science discipline for which certification will be awarded. A teacher candidate seeking science certification in a state that offers general science certification must have coursework preparation that consists of at least 15 SCHs in at least two teachable science disciplines (biology, chemistry, physics or earth science), or at least 50 SCHs across the sciences.

OR

B.1.b A teacher candidate seeking social science certification in a state that requires single-subject certification must have a major in the single teachable social science discipline for which certification will be awarded of at least 30 SCHs. A teacher candidate seeking social science certification in a state that offers general social science certification must have a major in history, coursework preparation that consists of at least 15 SCHs in history and an additional 15 SCHs in at least one other teachable social science (government/political science, economics, geography or psychology), or at least 50 SCHs across the social sciences.

Note: State licensing requirements provide sufficient assurance of proficiency in English/language arts and mathematics, making evaluation of programs in these areas unnecessary.

- B.2** Prior to entering the classroom as the teacher of record, elementary teacher candidates' proficiency is demonstrated by all of the following:
- B.2.a** Completion of at least one course on early reading that adequately addresses the five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.
- AND
- B.2.b** A passing score on a standardized assessment of early reading or on an early reading-specific section of a standardized assessment.
- AND
- B.2.c** A passing score on all sections of a rigorous content exam with separate cut-scores provided for all subjects (such as the Praxis II Elementary Education: Multiple Subjects test).

Standard C: Supervised Practice

The program provides adequate supervised classroom instruction practice opportunities.

Standard applies to: Elementary and Secondary programs.

Indicators that the program meets the standard:

- C.1.a** The internship or residency program provides a minimum of eight weeks of classroom-based clinical experience with: a) at least three weeks (or its equivalent) engaged in full classroom instruction, and b) at least five observations of instruction with written feedback from a program supervisor.
- OR
- C.1.b** The internship program provides a co-teaching arrangement for the first six weeks of any placement and at least five observations with written feedback from a program supervisor in the first 12 weeks.
- OR
- C.1.c** The program provides supervised practice with a combination of features in C.1.a and C.1.b above.
- C.2** The program requires that cooperating teachers in the clinical experience, or mentor teachers or co-teachers in the internship or residency be proven capable mentors (or receive mentorship training) and proven effective instructors (as measured by student performance).

Standard D: Evidence of Effectiveness

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

Standard applies to: Elementary and Secondary programs in states with adequate data models.

Indicator that the program meets the standard:

- D.1** The state's own criteria for evaluating and rating non-traditional programs and identifying those that meet or exceed state standards will determine a program's rating under this standard.

Standard E: Classroom Management

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

Standard applies to: Elementary and Secondary programs.

Indicators that the program meets the standard:

- E.1** At least one of the typical intern or resident observation or evaluation instruments used by the program supervisor, cooperating/mentor teacher, or both specifically addresses the candidate's ability to establish and/or reinforce expectations regarding appropriate behavior.

AND

E.2 At least one of the typical intern or resident observation or evaluation instruments used by the program supervisor, cooperating/mentor teacher, or both specifically addresses the candidate's ability to establish a productive learning environment by maintaining student engagement and managing time, materials and the physical classroom environment.

AND

E.3 At least one of the typical intern or resident observation or evaluation instruments used by the program supervisor, cooperating/mentor teacher, or both specifically addresses the candidate's ability to recognize appropriate behavior through meaningful praise and other forms of positive reinforcement.

AND

E.4 At least one of the typical intern or resident observation or evaluation instruments used by the program supervisor, cooperating/mentor teacher, or both specifically addresses the candidate's appropriate use of overall classroom awareness and/or the least intrusive means to prevent or manage minor student misbehavior. (Examples may include but are not limited to proximity, adjustment of the physical setting, and eye contact.)

AND

E.5 At least one of the typical intern or resident observation or evaluation instruments used by the program supervisor, cooperating teacher, or both specifically addresses the candidate's appropriate use of disciplinary action to handle escalating or disruptive misbehavior.