Effective teachers make a fundamental difference in the lives of our nation’s students. With the right training, talented and motivated teacher candidates can graduate ready to lead a classroom.

Why we do the Teacher Prep Review. There’s widespread public interest in strengthening teacher preparation – but there’s a significant data gap on what’s working. We aim to fill this gap, providing information that aspiring teachers and school leaders need to become strategic consumers and that institutions and states need in order to rapidly improve how tomorrow’s teachers are trained.

Our strategy is modeled on Abraham Flexner’s 1910 review of medical training programs, an effort that launched a new era in the field of medicine, transforming a sub-standard system into the world’s best.

How we do it. NCTQ takes an in-depth look at admissions standards, course requirements, course syllabi, textbooks, capstone projects, student teaching manuals and graduate surveys, among other sources, as blueprints for training teachers. We apply specific and measurable standards that identify the teacher preparation programs most likely to get the best outcomes for their students. To develop these standards, we consulted with international and domestic experts on teacher education, faculty and deans from schools of education, statistical experts and PK-12 leaders. We honed our methodology in ten pilot studies conducted over eight years.

Our goals. Currently, high-caliber teacher training programs go largely unrecognized. The Review will showcase these programs and provide resources that schools of education can use to provide truly exceptional training. Aspiring teachers will be able to make informed choices about where to attend school to get the best training. Principals and superintendents will know where they should recruit new teachers. State leaders will be able to provide targeted support and hold programs accountable for improvement. Together, we can ensure a healthy teacher pipeline.

There is a lot of support for strengthening teacher prep. To date, 24 state school chiefs, almost 100 district superintendents, the Council of the Great City Schools and almost 80 advocacy organizations across 42 states and the District of Columbia have endorsed the Review. The Review is funded by 65 local and national foundations. There’s also growing support for raising the bar on the system from national organizations representing state education chiefs (CCSSO), teachers (both the American Federation of Teachers and the National Education Association) and teacher educators themselves (the new national accreditation body, CAEP).

The first edition of the Review was published June 18, 2013, in partnership with U.S. News & World Report.

What’s next? NCTQ has made a commitment to publish three annual editions of the Review. There is much that needs to be done before we have a truly excellent system of preparing teachers. We must set a high standard for teacher preparation, shed light on high-performers and give educators the information they need to make the system work for their students. Aspiring teachers and their future students deserve a world-class teacher training system.
Teacher Prep and the *Review* by the Numbers

**Scope of traditional teacher training** (Title II, 2012)
- 214,000 new teachers trained each year
- 79% new teachers trained in traditional teacher training programs
- 1,441 IHEs housing traditional teacher training programs
- 12 institutions with programs deemed low performing by their state

**New teacher facts**
- 98,000 new teachers hired each year (NCES, 2012)
- 1.5 million students taught each year by a novice teacher (NCES, 2012)
- 1 year most common teacher experience level now, compared to 15 years of experience 25 years ago (Ingersoll and Merrill, 2012)

**High-need students are more likely to be taught by a novice teacher**
- 6 months Average deficit of students assigned to novice teachers, compared to average student performance in the district (Strategic Data Partners, 2012)

**Scope of the Review**
- 1,130 schools of education included
- 99% production of traditionally trained teachers coming from included schools
- 608 schools of education included in *U.S. News & World Report*
- 10 pilot studies
- 17 standards in 2013 Review, covering selection criteria, content and practical knowledge requirements, student teaching and program outcomes

**National take-aways**
- In countries where students outperform the U.S., teacher prep schools recruit candidates from the top third of the college-going population. The Review found only one in four U.S. programs restricts admissions to even the top half of the college-going population.
- A large majority of programs (71 percent) are not providing elementary teacher candidates with practical, research-based training in reading instruction methods that could reduce the current rate of reading failure (30 percent) to less than 10 percent of the student population.
- In mathematics training of elementary teacher candidates, few programs emulate the practices of higher performing nations such as Singapore or South Korea. Only 19 percent of programs demonstrate similar expectations of their teachers.
- Almost all programs (93 percent) fail to ensure a high quality student teaching experience, where candidates are assigned only to highly skilled teachers and must receive frequent concrete feedback.
- Only 23 percent of rated programs are doing enough to provide teacher candidates with concrete classroom management strategies to improve classroom behavior problems.
- Only 11 percent of elementary programs and 47 percent of secondary programs are providing adequate content preparation for teachers in the subjects they will teach.
Selection

Selection Criteria
The program screens for academic caliber in selecting teacher candidates.
Standard applies to: Elementary, Secondary and Special Education programs.

Content Preparation

Early Reading
The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards.
Standard applies to: Elementary and Special Education programs.

English Language Learners
The program prepares elementary teacher candidates to teach reading to English-language learners.
Standard applies to: Elementary programs.

Struggling Readers
The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure.
Standard applies to: Elementary programs.

Common Core Elementary Mathematics
The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math.
Standard applies to: Elementary and Special Education programs.

Common Core Elementary Content
The program ensures that teacher candidates have the broad content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Elementary programs.

Common Core Middle School Content
The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Secondary programs.

Common Core High School Content
The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Secondary programs.

Common Core Content for Special Education
The program ensures that teacher candidates' content preparation aligns with the Common Core State Standards in the grades they are certified to teach.
Standard applies to: Special Education programs.
Professional Skills

Classroom Management
The program trains teacher candidates to successfully manage classrooms.
Standard applies to: Elementary and Secondary programs.

Lesson Planning
The program trains teacher candidates how to plan lessons.
Standard applies to: Elementary and Secondary programs.

Assessment and Data
The program trains teacher candidates how to assess learning and use student performance data to inform instruction.
Standard applies to: Elementary and Secondary programs.

Equity
The program ensures that teacher candidates experience schools that are successful serving students who have been traditionally underserved.
Standard applies to: Elementary, Secondary and Special Education programs.

Student Teaching
The program ensures that teacher candidates have a strong student teaching experience.
Standard applies to: Elementary, Secondary and Special Education programs.

Secondary Methods
The program requires teacher candidates to practice instructional techniques specific to their content area.
Standard applies to: Secondary programs.

Instructional Design for Special Education
The program trains candidates to design instruction for teaching students with special needs.
Standard applies to: Special Education programs.

Outcomes

Outcomes
The program and institution collect and monitor data on their graduates.
Standard applies to: Elementary, Secondary and Special Education programs.

Evidence of Effectiveness
The program's graduates have a positive impact on student learning.
Standard applies to: Elementary and Secondary programs.
No school-based factor has more impact on our students' success than the quality of our teachers. The preparation teachers receive has a crucial impact on their performance in the classroom. We believe that having specific, actionable information about individual teacher preparation programs will enable us to take steps to improve the overall quality of our teacher workforce. I endorse the National Council on Teacher Quality’s review of the nation’s teacher preparation programs.

State Superintendents

Alaska  
  Mike Hanley, Commissioner of Education

Arizona  
  John Huppenthal, Superintendent of Public Instruction

Delaware  
  Mark Murphy, Secretary of Education

Florida  
  Tony Bennett, Superintendent of Public Instruction & Chair of Chiefs for Change*
        Gerard Robinson, former Commissioner of Education*
        Eric Smith, former Commissioner of Education*

Idaho  
  Thomas Luna, Superintendent of Public Instruction

Illinois  
  Christopher Koch, State Superintendent of Education

Iowa  
  Jason Glass, Director of Education

Kentucky  
  Terry Holliday, Commissioner of Education

Louisiana  
  Paul Pastorek, former State Superintendent*
        John White, State Superintendent*

Maine  
  Stephen Bowen, Commissioner of Education*

Massachusetts  
  Mitchell Chester, Commissioner of Education

Michigan  
  Michael Flanagan, State Superintendent

Nevada  
  James Guthrie, former Superintendent of Public Instruction

New Jersey  
  Chris Cerf, Commissioner of Education*

New Mexico  
  Hanna Skandera, Public Education Department Secretary-Designate*

North Carolina  
  June Atkinson, State Superintendent

Oklahoma  
  Janet Barresi, State Superintendent of Public Instruction*

Pennsylvania  
  Ron Tomalis, Secretary of Education

Rhode Island  
  Deborah A. Gist, Commissioner of Elementary and Secondary Education*

Tennessee  
  Kevin Huffman, Commissioner of Education*

Texas  
  Michael Williams, Commissioner of Education

* Member of Chiefs for Change, a coalition of state school chiefs and leaders that share a zeal for education reform.

Organizations

50CAN: The 50 State Campaign for Achievement Now
A+ Denver
ACLU of Maryland
Advance Illinois
Advocates for Children and Youth
Arkansans for Education Reform Foundation
Association of American Educators
Better Education for Kids, Inc.
Building Bright Futures

Center for American Progress Action Fund
Children at Risk
Children’s Education Alliance of Missouri
Coletti Institute for Education and Career Achievement
Colorado Children’s Campaign
Colorado Succeeds
ConnCAN
DC School Reform Now
Democrats for Education Reform
DFER California
DFER Colorado
DFER Illinois
Organizations

DFER Indiana
DFER Massachusetts
DFER Michigan
DFER New Jersey
DFER New York
DFER Rhode Island
DFER Tennessee
DFER Washington
DFER Wisconsin
Educate Texas
Education Reform Now
Education Trust
Education Trust – Midwest
Education Trust – West
Educators 4 Excellence
EdVoice
Foundation for Excellence in Education
Foundation for Florida's Future
Georgia Partnership for Excellence in Education
Haan Foundation for Children
Institute for a Competitive Workforce
International Dyslexia Association
Kansas Policy Institute
League of Education Voters
Literate Nation
Mass Insight Education & Research Institute
Massachusetts Business Alliance for Education
Michigan Association of School Administrators
MinnCAN
Mississippi First
Missouri Chamber of Commerce and Industry
NYCAN
Oklahoma Business & Education Coalition
Partnership for Learning
PennCAN
Platte Institute for Economic Research
Reading Matters to Maine
RI-CAN
SCORE
Step Up For Students
Students for Education Reform
Students Matter
StudentsFirst
Teaching Trust
Texas Institute for Education Reform
The Grimes Reading Institute
The Mind Trust
Thomas B. Fordham Institute
TNTP
Uplift Education
Urban League of Greater Miami
U.S. Chamber of Commerce
Wisconsin Reading Coalition

School District Leaders

Council of the Great City Schools
Representing 67 large, urban school districts across the country, with a shared goal to educate all students to the highest academic standards.

Alaska
Dr. Jim Browder, Anchorage (former)

Arkansas
Dr. Morris Holmes, Little Rock

California
Richard Carranza, San Francisco
Dr. John Deasy, Los Angeles
Carlos Garcia, San Francisco (former)
William Kowba, San Diego (former)
Dr. Dale Marsden, San Bernadino
Dr. Thelma Meléndez, Santa Ana
Jonathan Raymond, Sacramento City
Dr. Anthony Smith, Oakland

Colorado
John Barry, Aurora
Tom Boasberg, Denver

Connecticut
Dr. Steven Adamowski, Hartford (former)
Dr. Susan Marks, Norwalk (former)

Delaware
Dr. Mervin Daugherty, Red Clay
Dr. Marcia Lyles, Christina (former)

District of Columbia
Kaya Henderson, District of Columbia
Michelle Rhee, District of Columbia (former)

Florida
MaryEllen Elia, Hillsborough County

Georgia
Dr. Robert Avossa, Fulton County
Dr. Jeff Bearden, Fayette County
Dr. Edmond Heatley, Clayton County (former)
Dr. Thomas Lockamy, Jr., Chatham County
Dr. Frank Petruzielo, Cherokee County

Illinois
Jean-Claude Brizard, Chicago (former)
Ron Huberman, Chicago (former)
School District Leaders

Indiana
Dr. Andrew Melin, Greater Clark County
Dr. Carole Schmidt, South Bend
Dr. Jerry Thacker, Penn-Harris-Madison
Dr. Eugene White, Indianapolis (former)

Iowa
Thomas Ahart, Des Moines

Louisiana
Dr. Patrick Cooper, Lafayette Parish
James Meza, Superintendent, Jefferson Parish

Maryland
Dr. Andrés Alonso, Baltimore City
Dr. Joshua Starr, Montgomery County

Massachusetts
Dr. Alan Ingram, Springfield
Dr. Carol Johnson, Boston

Michigan
Dr. John Telford, Detroit (former)

Minnesota
Dr. Bernadeia Johnson, Minneapolis
Valeria Silva, St. Paul

Missouri
Dr. R. Stephen Green, Kansas City

Nevada
Dwight D. Jones, Clark County (former)

New Jersey
Dr. Brian Osborne, South Orange and Maplewood

New Mexico
Mr. James Lesher, Dulce

New York
Joel Klein, New York City (former)
Dr. James Williams, Buffalo City (former)

North Carolina
Dr. Peter Gorman, Charlotte-Mecklenburg (former)
Dr. Heath Morrison, Charlotte-Mecklenburg

Ohio
Eric Gordon, Cleveland
Mary Ronan, Cincinnati
Lori Ward, Dayton

Oklahoma
Dr. Keith Ballard, Tulsa

Pennsylvania
Dr. William Hite, Jr., Philadelphia
Dr. Linda Lane, Pittsburgh

South Carolina
Dr. Nancy McGinley, Charleston County

Texas
Dr. David Anthony, Cypress-Fairbanks (former)
Dr. Wanda Bamberg, Aldine
Dr. Robin Battershell, Temple
Dr. Michael Bergman, Hitchcock (former)
Dr. Meria J. Carstarphen, Austin
Emilio Castro, Kingsville (former)
Dr. Eddie Couolson, College Station
Walter Dansby, Fort Worth
Dr. Neil Dugger, Irving (former)
Dr. Roberto Durón, San Antonio (former)
Doyne Elliff, Corpus Christi
Dr. Darrell Floyd, Stephenville
Dr. John Folks, Northside
Alton Frailey, Katy
Dr. Karen Garza, Lubbock
Dr. Terry Grier, Houston
Dr. Linda Henrie, Mesquite
Dr. Mark Henry, Cypress-Fairbanks
Robert Jaklich, Harlandale (former)
Dr. Timothy Jenney, Fort Bend (former)
Dr. Melody Johnson, Fort Worth (former)
Andrew Kim, Manor (former)
Dr. Kirk Lewis, Pasadena
Dr. Jeremy Lyon, Hays Consolidated
Hector Mendez, Ector County
Mike Miles, Dallas
Dr. Ron Miller, Plainview
Dr. Bob Morrison, Mansfield
Dr. Sylvester Perez, Midland (former)
Dr. David Polnick, Abilene (former)
Dr. Guy Sconzo, Humble
Dr. Susan Simpson Hull, Grand Prairie
Dr. Jeff Turner, Coppell
Dr. James Veitenheimer, Keller (former)
David Vroonland, Frenship
Dr. Toby York, Goose Creek (former)

Utah
Dr. Max Rose, Washington County
Dr. Jeff Stephens, Weber
Dr. McKell Withers, Salt Lake City

Vermont
Jeanne Collins, Burlington

Virginia
Dr. Chuck Bishop, Augusta County
Dr. Jack Dale, Fairfax County
Dr. Patrick Russo, Henrico County

Washington
Dr. Robert Neu, Federal Way
Carla Santorno, Tacoma

Wyoming
Dr. Joel Dvorak, Natrona County