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**NCTQ RELEASES NEWEST TEACHER PREP RATINGS**  
**IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS**

*ALTHOUGH MANY PROGRAMS DO WELL ON SOME ASPECTS OF TEACHER PREPARATION,  
OTHERS STILL STRUGGLE TO DELIVER TRAINING FUNDAMENTALS;  
MAJOR WEAKNESSES FOUND IN PREP FOR SCIENCE AND SOCIAL STUDIES TEACHERS*

**MARYLAND TEACHER PREP PROGRAMS EARN LOW RATINGS;  
ONLY HOOD COLLEGE & UNIVERSITY OF MARYLAND EASTERN SHORE RANK IN THE TOP 50 PERCENT  
OF PROGRAMS NATIONALLY**

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers. The group examined seven in Maryland, although not all have rankings due to incomplete information.

None of the 16 programs on NCTQ's list of the Nation's Top Tier Secondary Teacher Prep Programs is in Maryland. The closest "Top Tier" program is Messiah College in Pennsylvania.

"Top Tier" programs have solid admission standards, provide sufficient preparation in each teacher candidate's intended subject area, and show candidates how best to teach that subject. Many also do well in evaluating candidates on how to manage a classroom and providing and ensuring the high quality of practice opportunities.

**Teacher Prep Programs in Maryland**

Rated programs in Maryland are:

Hood College (71st percentile)

University of Maryland Eastern Shore (57th percentile)

Goucher College (28th percentile)

Morgan State University (28th  
percentile)

**Key National Findings:** As for overall performance of the 700+ programs, a common problem that surfaced in the analysis is the weak content preparation provided to science and social studies teacher candidates. That weakness contrasts sharply with almost uniformly strong preparation in English and mathematics content in the same institutions. A sizeable portion of programs (43 percent across the

country) struggle to prepare teachers who will be qualified to teach the subjects under the umbrella of either science or social studies. For example, even though history is the subject most teachers with general social studies certification will be asked to teach, one out of five programs requires minimal to no history courses of their candidates.

- Through a combination of licensing test and coursework requirements, all programs in Maryland earn an A for content preparation in the sciences.
- Only half the programs evaluated in this area in Maryland earn an A for content preparation in the social studies, compared to 65 percent nationally.

To see how programs in each state perform on their coverage of science go [here](#), and for social studies go [here](#).

Only 42 percent of programs succeed at teaching future teachers both the content and teaching methods for their subject. For a list of these programs in each state, go [here](#).

#### Other Findings:

- A quarter of all programs do not require a course in the best ways to teach a specific subject. Half of programs in Maryland do not require teacher candidates to take a methods course in the subject area they will be certified to teach.
- There are early signs of some programs becoming more selective in their admissions, but it is still the case that 44 percent of programs set the bar too low for who gets into their programs. Only 17 percent of programs in Maryland earn an A. Half of Maryland programs earn a C or lower, meaning that they are not sufficiently selective. For a list of programs by selectivity, go [here](#).
- Among sufficiently selective programs nationwide, half also meet diversity goals, including Washington College in Maryland. For a list of selective and diverse programs in each state, go [here](#).
- Only 6 percent of programs pay sufficient attention to the quality of student teaching by establishing an expectation that only skilled teachers should be allowed to mentor a future teacher and requiring student teachers to be regularly observed by program staff. Of the programs reviewed in Maryland, only Morgan State University takes both of these steps to protect the quality of its student teaching. For a list of strong student teaching programs in each state go [here](#).
- Fewer than half of all programs (44 percent) evaluate teacher candidates on their use of the most effective strategies for managing classrooms while student teaching. However, all programs in Maryland that were reviewed in this area do so. For a list of programs that do well on classroom management in each state, go [here](#).

**Recommendations:** Based on this research, NCTQ recommends that states make sure that high school teachers have a deep understanding of the content they will teach students, a goal that can be met by better licensing tests. Most states, including Maryland, are overdue for revamping their licensing tests, as most allow a high score in one subject to compensate for a low score in another. For instance, Maryland has inadequate licensing tests for Physical Science and Social Studies certification. Currently, only Arizona, Minnesota, and Missouri have strong tests in all core subject areas.

NCTQ also calls on programs to raise subject content requirements to require a solid education in *all* the

subjects the future teacher will be licensed to teach, even in the broad categories of science and social studies. For more on what programs do to successfully ensure the preparation of all candidates in science, go [here](#), and for social studies, go [here](#).

This edition of the *Teacher Prep Review* analyzes undergraduate programs preparing secondary school teachers. The next set of ratings from NCTQ will appear in Fall 2017 and will cover graduate and alternative (or nontraditional) programs preparing elementary teachers. The ratings for graduate and nontraditional secondary programs will follow in Spring 2018, followed by undergraduate and graduate special education programs in Fall 2018.

To read the *Landscape* report, click [here](#). To schedule an interview with NCTQ President Kate Walsh, please contact Stephen Buckley at (202) 393-0020 ext. 129.

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***About the National Council on Teacher Quality:***

*The National Council on Teacher Quality (NCTQ) is a nonpartisan research and policy group, committed to modernizing the teaching profession and based on the belief that all children deserve effective teachers. NCTQ is the nation's expert on the quality of teacher preparation programs and evaluates national teacher education against evidence-based criteria. More information about NCTQ can be found on our website, [www.nctq.org](http://www.nctq.org)*