

FOR IMMEDIATE RELEASE
May 11th, 2017 at 12:01 AM

Contact
Stephen Buckley
National Council on Teacher Quality
sbuckley@nctq.org
(202) 393-0020 ext. 129

NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

NORTH CAROLINA BOASTS FOUR STRONG PROGRAMS INCLUDING APPALACHIAN STATE, EAST CAROLINA, HIGH POINT, AND MEREDITH COLLEGE

Lenoir-Rhyne, North Carolina Wesleyan, Barton among Weakest in Nation

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 22 in North Carolina.

None of the 16 programs on NCTQ's list of the "Nation's Top Tier Secondary Teacher Prep Programs" is in North Carolina. The closest "Top Tier" program is Clemson University (Clemson, SC).

"Top Tier" programs have solid admission standards, provide sufficient preparation in each candidate's intended subject area, and show them 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 North Carolina

Four programs in North Carolina scored at or above the 90th percentile nationally:

Program	National Percentile
Appalachian State University	97th
East Carolina University	96th
High Point University	96th
Meredith College	90th

However, the state has three programs in the bottom 10 percent including:

Program	National Percentile
Lenoir-Rhyne University	5th
North Carolina Wesleyan College	2nd
Barton College	1st

Key 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 falls in sharp contrast to almost uniformly strong preparation in English and mathematics content in the same institutions. A sizeable portion of programs nationally (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.

- Only 58 percent of programs in North Carolina earn an A for content preparation in the sciences, in contrast to 81 percent of programs nationally.
- 83 percent of programs in North Carolina earn an A for content preparation in the social studies, compared to only 65 percent of programs 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 subjects. For a list of these programs in each state, go [here](#).

Other Findings:

- A quarter of all programs both nationally and in North Carolina do not require a course in the best ways to teach a specific subject.
- 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. In North Carolina, half (52 percent) of programs set the bar too low for who is admitted. For a list of programs' selectivity rank in each state go [here](#).
- Among sufficiently selective programs, half also meet diversity goals, including two in North Carolina -- Guilford College and the University of North Carolina-Chapel Hill. For a list of selective and diverse programs in each state, go [here](#).
- Only 6 percent of programs nationally pay sufficient attention to the quality of their 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. In North Carolina institutions fare somewhat better with 16 percent of programs performing well

in this area. However, almost a quarter of North Carolina's programs do not take either of these crucial steps. For a list of programs in each state with strong student teaching go [here](#).

- Fewer than half of all programs nationally (44 percent) evaluate teacher candidates on their use of the most effective strategies for managing classrooms while student teaching. In North Carolina only a third of programs do so. For a list of programs in each state that perform well on classroom management, 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. Many states allow a high score in one subject to compensate for a low score in another. For instance, North Carolina could strengthen teacher content knowledge by requiring that licensing tests for the Science and Social Studies certifications adequately assess teachers in all of the subjects they will be certified to teach. However, the more pressing concern in North Carolina is that teachers are allowed to teach for a full year before being required to pass a licensing test. 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.

###

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