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PRESS RELEASE

**KENTUCKY TEACHER PREPARATION PROGRAMS
FALLING SHORT IN TRAINING NEXT GENERATION OF TEACHERS**

**National Council on Teacher Quality releases the first
NCTQ Teacher Prep Review, with *U.S. News & World Report* as publisher**

***For the first time, American public will have comprehensive information on the individual
quality of over 1,100 teacher preparation programs.***

June 18, 2013 (Washington, DC) – Dismal new findings from the National Council on Teacher Quality (NCTQ) show that the majority of teacher preparation programs in the United States, including programs in Kentucky, are not providing adequate training to aspiring teachers, leaving them unable to accommodate increasingly rigorous instructional goals of public schools, according to a new study released by NCTQ and *U.S. News & World Report*.

The ratings, based on a series of recommended practices, show only a handful of schools performing at a high level, while a significant number of programs are effectively failing.

“New teachers deserve training that will enable them to walk into their own classroom on their first day ready to teach, but our *Review* shows that we have a long way to go,” said Kate Walsh, president of NCTQ. “While we know a lot about how to train teachers, those practices are seldom evident in the vast majority of programs.”

“The problem is worse than we thought,” said Brian Kelly, editor and chief content officer of *U.S. News*. “The data show that the academic caliber of many incoming students is quite low, and what they are taught often has little relevance to what they need to succeed in the classroom. Very few schools meet even a minimum standard of quality when it comes to using the best practices for

educating teachers.”

The first edition of the *NCTQ Teacher Prep Review*, an unprecedented evaluation of more than 1,100 colleges and universities that prepare elementary and secondary teachers, was published today in partnership with *U.S. News and World Report*. As a consumer tool, it allows aspiring teachers, parents and school districts to compare programs and determine which are doing the best - or worst -- job of training new teachers.

Twenty-two institutions in Kentucky were included in the *Review*.

Among the findings:

- **Highly rated programs** – Programs at **Eastern Kentucky University** (undergraduate secondary), **University of Kentucky** (undergraduate and graduate secondary), and **University of Louisville** (undergraduate secondary) are on the *Teacher Prep Review’s Honor Roll*, earning at least three out of four possible stars. Across the country, NCTQ identified 21 elementary programs (4 percent of those rated) and 84 secondary programs (14 percent) for the Honor Roll.
- **Selectivity in admissions** – The *Review* found that **only 14 percent of elementary and secondary programs in Kentucky restrict admissions to the top half of the college-going population**, compared to 28 percent nationwide. Countries where students consistently outperform the U.S. typically set an even higher bar, with teacher prep programs recruiting candidates from the top third of the college-going population.

Some worry that increasing admissions requirements will have a negative effect on the diversity of teacher candidates. By increasing the rigor and therefore the prestige of teacher preparation the profession will attract more talent, including talented minorities. This is not an impossible dream: 83 programs across the country earn a Strong Design designation on this standard because they are both selective and diverse, although no such programs were found in Kentucky.

- **Early reading instruction** – **Just 29 percent of evaluated elementary programs in Kentucky are preparing teacher candidates in effective, scientifically based reading**

instruction, the same small percentage of programs providing such training nationally.

- ***Elementary math*** – A mere 19 percent of evaluated elementary programs nationwide provide strong preparation to teach elementary mathematics, training that mirrors the practices of higher performing nations such as Singapore and South Korea. **A notably higher percentage – 36 percent – of evaluated programs in Kentucky provide such training**, although most programs in the state come up short.
- ***Student teaching*** – Of the evaluated elementary and secondary programs in Kentucky, **32 percent entirely fail to ensure a high quality student teaching experience**, in which candidates are assigned only to highly skilled teachers and receive frequent concrete feedback. This is a much lower failure rate than the 71 percent found nationally. No Kentucky programs earn a perfect four stars, compared to 7 percent of evaluated programs across the country
- ***Classroom management*** – **Only 10 percent of the evaluated Kentucky elementary and secondary programs earn a perfect four stars for providing feedback to teacher candidates on concrete classroom management strategies** to improve classroom behavior, compared to 23 percent of evaluated programs nationwide.
- ***Content preparation*** – **13 percent of Kentucky's elementary programs earn three or four stars for providing teacher candidates adequate content preparation**, similar to 11 percent of elementary programs nationwide. Digging deeper, more elementary programs (9 percent) earn a perfect four stars than their national counterparts (3 percent), and only 17 percent entirely fail this standard, compared to 44 percent nationally. At the high school level, **only 27 percent of Kentucky secondary programs earn four stars for content preparation**, compared to 35 percent nationwide. But unlike 20 percent of programs across the country, no Kentucky secondary programs entirely fail the high school content standard.
- ***Outcome data*** – **None of Kentucky's evaluated programs earn four stars for collecting data on their graduates**, compared to 26 percent of evaluated programs in the national sample, although most programs do earn partial credit. In the absence of state efforts to connect student achievement data to teacher preparation programs, administer surveys of graduates and employers or require administration of teacher performance assessments

(TPAs), programs that fare poorly on this standard have not taken the initiative to collect any such data on their own.

“If we really want to help all teachers succeed, we not only need to change what happens in the schools where they work, we must also address the preparation of the next generation of teachers,” said Walsh. “With the advent of the Common Core State Standards, the bar in this country is being raised on students, requiring the highest quality teacher preparation. What may have worked even five or ten years ago in teacher prep has to be reevaluated.”

She added: “By giving consumers the power to make more informed choices, we can help them become the engine for driving change. As we’ve seen in most other sectors, informed consumers are hard to ignore.”

NCTQ issued a consumer alert for 112 elementary programs and 51 secondary programs, meaning that those programs did not earn a single star. One program in Kentucky received a consumer alert.

In addition to using the well-established *U.S. News* platform to help aspiring teachers find the best program for their training, NCTQ will be working with SearchSoft Solutions, the leading K-12 education market provider of Human Resources software. SearchSoft’s cloud-based technology platform is currently used by thousands of schools across the country to more efficiently hire highly qualified teachers and administrators. In fall 2013 SearchSoft will release new functionality integrating NCTQ program ratings into applicant screening software, enabling school districts to factor in the quality of teacher applicants’ training into hiring decisions.

NCTQ also suggests a set of viable strategies for public officials that would improve public monitoring of program quality and hold institutions more accountable:

- Make it tougher to get into a teacher preparation program.
- Make it tougher to be recommended for licensure.
- Hold programs accountable for the effectiveness of their graduates by using data on novice teacher effectiveness.
- Make program approval — and re-approval — contingent on passing rigorous on-site inspections.
- Require institutions to place their student teachers only with classroom teachers deemed to

be effective.

- Base state funding on the quality of teacher preparation provided by institutions.
- Set a fixed limit on the number of licenses in each teaching area that will be issued each year.
- Lower tuition for high-need areas such as special education and STEM preparation programs.

How the *Review* was conducted

NCTQ's standards address four critical areas of teacher preparation: 1) the selection criteria used by the institution for admitting candidates, 2) preparation in subject areas, 3) practice teaching, and 4) evidence of institutional outcomes. The full set of standards can be found at www.nctq.org/teacherPrep/ourApproach/standards.

The *Review* includes information on 1,130 institutions, almost all of which house multiple programs (elementary and secondary, graduate and undergraduate), and which together graduate 99 percent of the new, traditionally trained teachers each year.

NCTQ plans to update the *Review* ratings annually and add to the current set of standards. Each standard takes about two years to develop, in collaboration with a technical panel comprised of international and domestic experts on teacher education, faculty and deans from schools of education, statistical experts and PK-12 leaders.

The *Review* is financed by contributions of \$4.8 million from 65 private foundations across the country. It was also broadly endorsed by PK-12 educators, with support from 24 state chiefs, over 100 district superintendents, the 65-member school districts of the Council of Great City Schools, and almost 80 education, children's, civil rights, and business advocacy groups across 42 states and Washington, DC. Endorsers in Kentucky include Dr. Terry Holliday, Commissioner of Education.

"Clearly this report has some implications for the Education Professional Standards Board," said Holliday. "If we are to achieve our goal of an effective teacher in every classroom and an effective principal leading every school, we need to collectively evaluate the teacher preparation programs in our state and take the action necessary to ensure the best outcomes for our students and that all students graduate from high school college/career-ready."

"The findings echo what teachers themselves have been saying about the quality of their preparation and should be a wake-up call to school districts, states and teaching programs," said Evan Stone, co-founder and co-CEO of Educators 4 Excellence. "It's time to dramatically rethink how we prepare educators for the classroom so that the skills they obtain in teaching programs are aligned with the real world experiences they will face. Teachers are driven to succeed for their students and want to be held accountable, but it's increasingly clear they lack the training and support necessary to reach their potential."

To access the national report: http://nctq.org/dmsStage/Teacher_Prep_Review_2013_Report

For findings and program ratings in Kentucky see:

www.nctq.org/teacherPrep/findings/stateFindings.do?state=KY

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About NCTQ

The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers. We are committed to lending transparency and increasing public awareness about the four sets of institutions that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions.