



Standard 1: Selection Criteria

What consumers need to know about teacher preparation

To learn more about how programs are scored on this standard, including how individual indicators are satisfied, please see its [scoring methodology](#).

For examples of model materials on this standard, please see the [resources section](#).

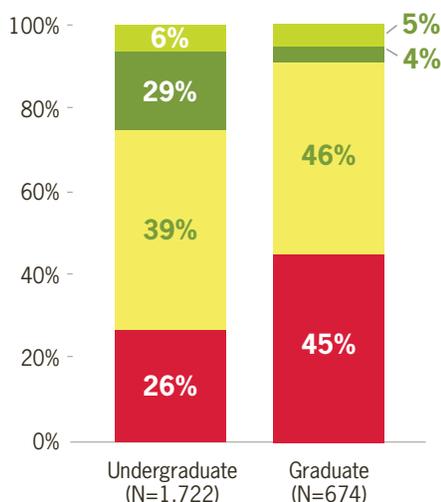
Sixty years of research and evidence from nations whose students outperform our own demonstrate that raising the selection criteria of teacher preparation programs will improve the effectiveness of new teachers.

This standard evaluates admissions requirements for elementary, secondary and special education teacher candidates to determine if the requirements help ensure that programs are drawing from the top half of the college-going population. Prospective teachers should have above average SAT or ACT scores, or at least a 3.0 grade point average (GPA).

The standard is tailored to fit different practices at the undergraduate and graduate levels. A program meeting the “strong design” 🏆 indicator either has particularly strong admissions requirements or demonstrates that selectivity need not come at the price of diversity.

Overview

Distribution of scores on Std. 1: Selection Criteria
(N=2,396 elementary, secondary and special education programs)



Likely drawing almost all candidates from the top half of students, and meets one or more strong design indicators, including achieving a high level of diversity.



Likely drawing almost all candidates from the top half of students.



May be drawing candidates from the top half of students.



Unlikely to be drawing more than a few candidates from the top half of students.

Sample for this standard

The sample for this standard encompasses all elementary, secondary and special education programs, both undergraduate and graduate, in the *Review's* sample.

What are common reasons that programs do not satisfy, or only partly satisfy, the Selection Criteria Standard?

- *Programs do not require a sufficiently high GPA for admission.* Programs should require a 3.0 GPA for initial admission, yet 82 percent of programs we reviewed have admissions GPAs less than that. The modal undergraduate GPA requirement is 2.5, which is too low to guarantee that teacher candidates come from the top half of the college-going population.
- *Undergraduate programs do not select from the top half of college-goers.* Seventy-four percent of undergraduate programs do not use standardized tests nationally normed to all college-goers or set thresholds that are too low to guarantee that teacher candidates come from the top half of the college-going population.
- *Graduate programs do not require the GRE, MAT, nor an audition.* Seventy-five percent of graduate programs do not require the submission of GRE or MAT scores, nor do they utilize auditions as part of the admissions process.

Sixteen institutions of higher education (IHEs) — two more than we found in *Teacher Prep Review 2013* — earn the distinction of having all of their undergraduate and graduate programs fully meet the standard: **American University** (DC), **Florida State University**, **Iowa State University**, **Lipscomb University** (TN), **Mercyhurst University** (PA), **Montclair State University** (NJ), **National Louis University** (IL), **North Carolina State University at Raleigh**, **Saint Martin's University** (WA), the **University of California – Irvine**, the **University of Georgia**, the **University of Houston** (TX), the **University of North Carolina at Chapel Hill**, the **University of North Carolina at Wilmington**, the **University of Tulsa** (OK), and **Wake Forest University** (NC).

Programs earning the “Strong Design” designation

One hundred six (up six from *Teacher Prep Review 2013*) undergraduate programs deserve special recognition for designing a program that either:

- Admits only candidates who have an exceptional level of aptitude, or
- Draws in candidates who are not only very capable but will also add to the diversity of the teacher workforce.

✓+ **Arcadia University** (PA), **Barnard College** (NY), and **Saint Joseph's University** (PA) meet both strong design indicators, meaning that their undergraduate elementary and secondary programs are both highly selective and diverse.

Columbia University (NY) also deserves recognition for admitting only candidates with an exceptional level of aptitude and achieving a very high level of diversity, although the diversity of the preparation program does not exceed that of the IHE.

These undergraduate programs earn a designation in strong design because they are highly selective — they admit only candidates who have an exceptional level of aptitude.

Undergraduate			Undergraduate continued		
Samford University	ug elem	AL	Geneva College	ug elem	PA
Augustana College	ug elem	IL	Geneva College	ug sec	PA
Augustana College	ug sec	IL	Grove City College	ug elem	PA
Northern Illinois University	ug elem	IL	Grove City College	ug sec	PA
Northern Illinois University	ug sped	IL	Juniata College	ug elem	PA
Boston College	ug elem	MA	Juniata College	ug sec	PA
Boston College	ug sec	MA	Messiah College	ug elem	PA
Smith College	ug elem	MA	Messiah College	ug sec	PA
Washington University in St. Louis	ug elem	MO	Muhlenberg College	ug elem	PA
Washington University in St. Louis	ug sec	MO	Muhlenberg College	ug sec	PA
Montana State University	ug elem	MT	Pennsylvania State University	ug elem	PA
Montana State University	ug sec	MT	Pennsylvania State University	ug sec	PA
Barnard College	ug elem	NY	Saint Joseph's University	ug elem	PA
Barnard College	ug sec	NY	Saint Joseph's University	ug sec	PA
Iona College	ug elem	NY	University of Scranton	ug elem	PA
Ithaca College	ug sec	NY	University of Scranton	ug sec	PA
Columbia University	ug elem	NY	Washington and Jefferson College	ug elem	PA
Columbia University	ug sec	NY	Washington and Jefferson College	ug sec	PA
University of North Carolina at Asheville	ug sec	NC	Dallas Baptist University	ug elem	TX
Arcadia University	ug elem	PA	Dallas Baptist University	ug sec	TX
Arcadia University	ug sec	PA	Southern Methodist University	ug elem	TX
Bucknell University	ug elem	PA	Saint Michael's College	ug sec	VT
Bucknell University	ug sec	PA	Seattle Pacific University	ug sec	WA
Drexel University	ug elem	PA	Whitworth University	ug elem	WA
Drexel University	ug sec	PA	Whitworth University	ug sec	WA
Duquesne University	ug elem	PA	University of Wisconsin – La Crosse	ug elem	WI

Sixty undergraduate programs and thirty-one graduate programs deserve special recognition for designing programs that are both selective and diverse — they draw in candidates who are not only capable but who will also add to the diversity of the schools where they will teach.

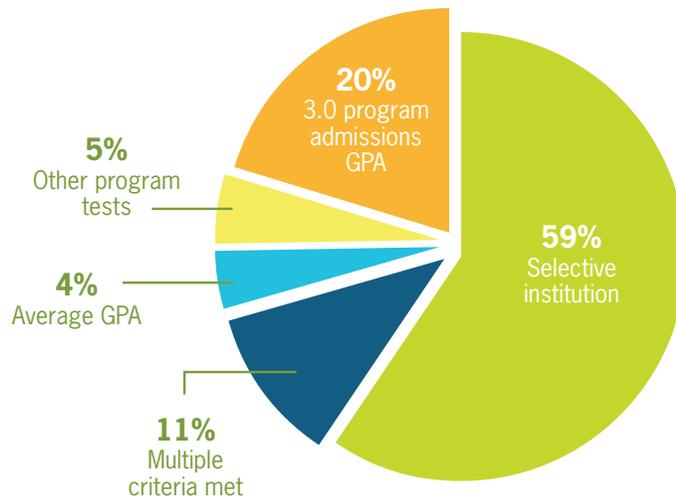
Undergraduate			Graduate		
Auburn University	ug elem	AL	Clayton State University	g sec	GA
Auburn University	ug sec	AL	College of William and Mary	g elem	VA
Arizona State University	ug elem	AZ	College of William and Mary	g sec	VA
Arizona State University	ug sec	AZ	Greensboro College	g elem	NC
Arizona State University	ug sped	AZ	Greensboro College	g sped	NC
Loyola Marymount University	ug elem	CA	Iowa State University	g sec	IA
Loyola Marymount University	ug sec	CA	Kean University	g elem	NJ
University of Redlands	ug elem	CA	Kean University	g sec	NJ
University of Redlands	ug sec	CA	Mercyhurst University	g sec	PA
Colorado State University	ug elem	CO	Montclair State University	g sec	NJ
Colorado State University	ug sec	CO	National Louis University	g elem	IL
Georgia College and State University	ug elem	GA	National Louis University	g sec	IL
University of Georgia	ug elem	GA	Ohio State University	g elem	OH
University of Georgia	ug sec	GA	Ohio State University	g sec	OH

Undergraduate			Graduate		
University of Illinois at Urbana – Champaign	ug elem	IL	Oral Roberts University	g sec	OK
Knox College	ug elem	IL	Saint Martin’s University	g sec	WA
Knox College	ug sec	IL	University of California – Irvine	g sec	CA
Alma College	ug elem	MI	University of California – San Diego	g elem	CA
Alma College	ug sec	MI	University of California – San Diego	g sec	CA
University of Detroit Mercy	ug elem	MI	University of Houston	g elem	TX
Madonna University	ug elem	MI	University of Houston	g sec	TX
Madonna University	ug sec	MI	University of Illinois at Urbana – Champaign	g sec	IL
Carroll College	ug elem	MT	University of North Carolina at Charlotte	g elem	NC
Carroll College	ug sec	MT	University of North Carolina at Charlotte	g sec g	NC
Barnard College	ug elem	NY	University of Virginia	elem	VA
Barnard College	ug sec	NY	University of Virginia	g sec	VA
Long Island University – C. W. Post	ug elem	NY	University of Washington – Seattle	g elem	WA
Long Island University – C. W. Post	ug sec	NY	University of Washington – Seattle	g sec	WA
SUNY College at Old Westbury	ug elem	NY	University of Washington – Seattle	g sped	WA
Touro College	ug elem	NY	Vanderbilt University	g elem	TN
Cedarville University	ug elem	OH	Vanderbilt University	g sec	TN
Cedarville University	ug sec	OH			
Arcadia University	ug elem	PA			
Arcadia University	ug sec	PA			
Cheyney University of Pennsylvania	ug elem	PA			
Lincoln University of Pennsylvania	ug sec	PA			
Point Park University	ug elem	PA			
Saint Joseph’s University	ug elem	PA			
Saint Joseph’s University	ug sec	PA			
Wilson College	ug elem	PA			
Wilson College	ug sec	PA			
College of Charleston	ug elem	SC			
College of Charleston	ug sec	SC			
Belmont University	ug elem	TN			
LeTourneau University	ug elem	TX			
LeTourneau University	ug sec	TX			
Prairie View A&M University	ug sec	TX			
Rice University	ug sec	TX			
Texas Christian University	ug elem	TX			
Texas Christian University	ug sec	TX			
Texas Southern University	ug sec	TX			
Texas Wesleyan University	ug elem	TX			
Texas Wesleyan University	ug sec	TX			
Gonzaga University	ug elem	WA			
Gonzaga University	ug sec	WA			
Walla Walla University	ug elem	WA			
Mercer University	ug elem	GA			
Mercer University	ug sec	GA			
DePaul University	ug elem	IL			
DePaul University	ug sec	IL			

More information on selection criteria

Undergraduate elementary, secondary and special education programs (N=1,722)

How 603 undergraduate programs fully meet the selection criteria standard



Only one state mandates that teacher candidates take an admissions test which we consider “acceptable,” meaning that it is designed for the general college-going population and has cut-scores that ensure that prospective teachers come from the top half of the college-going population:

- **Texas** mandates that all applicants to teacher preparation programs submit a score from the same standardized test taken by all college-attending Texans (rather than the less rigorous tests designed for teacher candidates used in many other states). While the state-mandated cut-scores are still too low to fully meet the standard, [29 Texas programs](#) do meet it because they set their cut-scores above the state minimum.

Only eleven¹ IHEs outside of Texas require sufficiently high scores on appropriate tests for admission to undergraduate teacher preparation programs:² **DePaul University (IL)**, **Dominican University (IL)**, **Endicott College (MA)**, **Five Towns College (NY)**, **Flagler College (FL)**, **Illinois State University**, **Loyola University Chicago (IL)**, **Mercyhurst University (PA)**, **National Louis University (IL)**, **Northeastern Illinois University**, and **Northern Illinois University**.

- ✓+ Notably, **Bowling Green State University (OH)** sets a GPA requirement above 3.0, the only IHE in this large sample to do so for undergraduate admissions. Applicants to the elementary program must have at least a 3.2 GPA.

- 1 Many of these IHEs are in Illinois because until recently the state had a requirement that programs use a rigorous basic skills test for admissions. The programs listed here continue to explicitly require the Illinois test for admissions.
- 2 Many other programs have standardized test score requirements that may include an acceptable test with a sufficiently high score, but they give candidates the option of submitting scores on one or more inadequate tests. (For example, they may permit submission of a score on the PRAXIS I, a test of basic — essentially middle school-level — skills designed for teacher candidates, not the general college-going population, or the ACCUPLACER, which places students in college-level courses.)

More information on selection criteria

Graduate elementary, secondary and special education programs (N=674)

Nearly all of the nine percent of graduate programs that fully meet the selection criteria standard do so by requiring both a sufficiently high GPA (3.0) as well as scores from one or several standardized tests commonly used by IHEs for graduate admission.³ The four remaining programs, two each at **Johns Hopkins University** (MD) and at the **University of Washington – Seattle**, pair requirements for a sufficiently high GPA with an audition.

- ✓+ **Johns Hopkins University** (MD) requires an admissions GPA of 3.0, the submission of GRE scores, and an applicant audition. It is the only IHE to do so.

³ Programs need only require that the candidate submit scores from these tests; the programs are not evaluated on the cut-scores they may have established.

 National Council on Teacher Quality

1120 G Street, NW, Suite 800
Washington, D.C. 20005
Tel: 202 393-0020 Fax: 202 393-0095
Web: www.nctq.org

