



NCTQ Standards and Indicators for Non-Traditional Secondary Programs *Teacher Prep Review 2014*

NCTQ's standards for teacher prep address selection criteria, subject matter expertise and classroom-based candidate training and support. In crafting these standards, we considered the essential features of non-traditional certification and also made the standards as parallel as possible to the three [key standards](#) we apply to all traditional graduate secondary preparation programs. That type of traditional program most closely resembles the non-traditional certification programs in our sample.

Standard A: Selection Criteria

By employing sufficiently high but pragmatic admissions standards, the program is designed to attract talented individuals who otherwise would not choose to teach.

The program requires:

A.1.a A minimum GPA of 3.0 or above or submission of a score on a standardized assessment (such as the SAT or GRE) that places the applicant in the top 50 percent of the college-going population.

OR

A.1.b The minimum average GPA of all applicants who were accepted for training the previous year is 3.3 or above (certified by the program's registrar or someone of similar stature).

AND

A.1.c An audition process that includes, but need not be limited to, tasks that assess the applicant's (1) classroom presence, (2) problem-solving and interpersonal skills, and (3) capacity to persevere in the pursuit of improved student outcomes.

Standard B: Subject Area Expertise

Before teacher candidates have full-fledged teaching responsibilities, the program ensures their content mastery in every subject for which they could be responsible for instruction.

The program requires:

B.1 Prior to entering the classroom as the teacher of record, secondary teacher candidates' proficiency is demonstrated either by one or more passing scores on the number of standardized assessments necessary to provide a separate score for each subject for which the candidate could be responsible for instruction, or by transcript reviews that ascertain that coursework meets the criteria established below:

B.1.a A teacher candidate seeking certification in mathematics or English/language arts must have a major in that subject consisting of at least 30 semester credit hours (SCHs).

B.1.b A teacher candidate seeking science certification in a state that requires single-subject certification must have a major (of at least 30 SCHs) in the single teachable science discipline for which certification will be awarded. A teacher candidate seeking science certification in a state that offers general science certification must have coursework preparation that consists of at least 15 SCHs in at least two teachable science disciplines (biology, chemistry, physics or earth science).

B.1.c A teacher candidate seeking social science certification in a state that requires single-subject certification must have a major in the single teachable social science discipline for which certification will be awarded of at least 30 SCHs. A teacher candidate seeking social science certification in a state that offers general social science certification must have a major in history, or coursework preparation that consists of at least 15 SCHs in history and an additional 15 SCHs in at least one other teachable social science (government/political science, economics or psychology).

Standard C: Supervised Practice

The program provides adequate supervised classroom instruction practice opportunities.

The program requires:

C.1.a The internship or residency program provides a minimum of eight weeks of classroom-based clinical experience with: a) at least three weeks (or its equivalent) engaged in full classroom instruction, and b) at least five observations of instruction with written feedback from a program supervisor.

OR

C.1.b The internship program provides a co-teaching arrangement for the first six weeks of any placement and at least five observations with written feedback from a program supervisor in the first 12 weeks.

OR

C.1.c The program provides supervised practice with a combination of features in C.1.a. and C.1.b. above.

C.2 The program requires that cooperating teachers in the clinical experience, or mentor teachers or co-teachers in the internship or residency be proven capable mentors (or receive mentorship training) and proven effective instructors (as measured by student performance).

Standard D: Evidence of Effectiveness

The program's graduates have a positive impact on student learning.

The program requires:

D.1 The state's own criteria for evaluating and rating alternative certification programs and identifying those that meet or exceed state standards will determine a program's rating under this standard.



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