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NEW YORK IS AHEAD OF MOST STATES IN ALIGNMENT OF TEACHER PREPARATION WITH COLLEGE- AND CAREER-READINESS STANDARDS

New York’s teacher preparation policies are stronger than most states in terms of ensuring that new teachers are ready to help students achieve to the high levels necessary for college and careers; there is still some room for improvement.

December 10, 2014 (Washington, DC) — The National Council on Teacher Quality (NCTQ) today released its eighth annual *State Teacher Policy Yearbook*. This year’s edition focuses on New York’s efforts to align its requirements for teacher preparation and licensure with the skills needed to prepare students for college and careers.

NCTQ Vice President and Managing Director for State Policy Sandi Jacobs said, “With such a profound change occurring in K-12 student standards across the country, it would stand to reason that parallel changes would occur on the teacher side. New York needs to ensure that teachers are adequately supported in the transition and beyond. And there is no better place to start than where new teachers begin to learn their craft—in teacher preparation programs.”

Key Yearbook Findings:

Although better than most states, New York’s teacher preparation requirements are not consistently explicit about preparing teachers for college- and career-readiness standards.

- New York has done more than most states to articulate the instructional requirements of college- and career-readiness standards, including the use of informational texts, cross-disciplinary literacy, and intervention for struggling readers. However, these requirements are not fully and consistently addressed across all grade levels.

State content knowledge requirements for prospective teachers in New York still have room for improvement.

- New York’s content knowledge tests for elementary teachers do not provide separate passing scores for all of the core subject areas, which can make it difficult to ensure that teachers have mastered the content they are licensed to teach. However, New York requires all elementary teaching candidates, including special education teachers and early childhood teacher candidates who are licensed to teach in the elementary grades, to pass content tests.
- New York is one of 18 states that measures new elementary teachers’ knowledge of the science of reading. New York also requires that all early childhood teachers who teach in the elementary grades pass the same test.
- However, New York, along with 37 other states, has significant loopholes in its licensing requirements for high school teachers.

New York has some of the strongest policies in the nation for preparing special education teachers.

- New York is one of just 17 states in the nation that does not grant K-12 special education teacher licenses. New York also requires special education teachers to demonstrate subject matter knowledge and knowledge of the science of reading as a condition of licensure.

New York’s teacher preparation admissions requirements may be more selective than most states.

- Based on accreditation standards, New York requires a 3.0 GPA and a test of academic proficiency normed to the college-bound population for admission to teacher preparation programs. As a result, New York is setting a higher bar than most states for the academic performance of the state’s prospective teachers – if accreditors and the state hold preparation programs to these standards.

However, New York neither collects important data on the performance of teacher prep programs in the state nor holds teacher prep programs accountable for the quality of the teachers they produce.

- New York is one of 41 states in the nation that fails to connect student achievement data to teacher preparation programs.
- New York also does not set explicit minimum performance standards for teacher preparation programs in the state.

Looking at NCTQ’s traditional *Yearbook* metrics, New York earns an overall grade of B for teacher preparation.

- The average grade for all states for teacher preparation in 2014 is a C, up from a D in 2011.

The [2014 New York State Teacher Policy Yearbook](#) is immediately available for free download. The redesigned website also provides searchable access to the entire *Yearbook* dataset, including topical pages with up-to-date data on state teacher policy, a customized search tool and user-friendly options for generating graphic results that can be exported and shared.

The *State Teacher Policy Yearbook* was funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Gleason Family Foundation, J.A. and Kathryn Albertson Foundation, the Joyce Foundation and the Walton Family Foundation. NCTQ accepts no funding from the federal government. The National Council of Teacher Quality— comprised of reform-minded Democrats, Republicans, and Independents— is a non-partisan research and policy group committed to restructuring the teaching profession based on the belief that all children deserve effective teachers. More information about NCTQ, including a list of the Board of Directors and Advisory Board, can be found on the NCTQ website, www.nctq.org.