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## **ARIZONA TEACHER PREP PROGRAMS RATED IN NCTQ'S 2018 TEACHER PREP REVIEW**

***Arizona State University: Masters and Arizona Certification (InMAC) program - TFA Partnership earns high distinction***

***RATINGS HIGHLIGHT DISCONNECT between PREPARATION TEACHERS GET and REAL DEMANDS OF TEACHING; LACK of PREP MAY CONTRIBUTE TO FLAT NAEP RESULTS***

Washington DC –Today, the National Council on Teacher Quality (NCTQ) releases its [latest ratings for traditional graduate and alternative route programs](#) preparing either elementary or secondary teachers, including 11 traditional graduate programs and five alternative route programs based in Arizona.

### ***Teacher Prep Review results for Arizona***

**Highest ranked elementary programs** (national percentile out of 194 programs):

- Arizona State University: Elementary Education (Teacher Certification) (MEd) (90th)
- Arizona State University: Masters and Arizona Certification (InMAC) program - TFA Partnership (80th)

**Highest ranked secondary programs** (national percentile out of 406 programs):

- Arizona State University: Masters and Arizona Certification (InMAC) program - TFA Partnership (99th)
- Arizona State University: Secondary Education (Teacher Certification) (MEd) (96th)
- Arizona State University: Masters and Arizona Certification (InMAC) Program (84th)
- University of Arizona (84th)
- Rio Salado College: Teacher-in-Residence Program (80th)

Programs earn top marks for having strong admission criteria and providing candidates with both the content knowledge and instructional techniques needed to enter the classroom ready to teach. The best programs do more to instill classroom management skills and systematically provide high-quality practice opportunities.

*The full list of Arizona's graduate and alternative route programs can be found [here](#).*

## Key Findings for Arizona

- Programs' preparation of **elementary teachers** is particularly haphazard.
  - Of the four elementary programs reviewed, only **Arizona State University** provides basic instruction in how to teach young children to read. Nationally, 23 percent of programs provide this instruction.
  - None of the programs reviewed attend to the specific math content elementary teachers need, under the mistaken impression that elementary mathematics does not require specialized coursework. Nationally, just 1 percent of graduate programs provide such content.
  - Programs either presume subject matter knowledge in science and social studies or discount its importance, as not a single Arizona program adequately screens elementary candidates for content knowledge in these subjects. Eighteen percent do so nationally.
- **High school teacher preparation** is better; Arizona is in line with or outperforms other states.
  - At the time of this analysis, the state of Arizona had effectively ensured adequate content knowledge preparation for all science and social studies teachers by limiting certifications to individual subjects such as biology or history,. However, the reintroduction of a general social studies certification will shift the burden of content knowledge mastery back to teacher preparation programs in future editions of the *Teacher Prep Review*.
  - While all high school teachers should take a course in the best ways to teach their specific subject, 33 percent of programs in Arizona fail to require such coursework, in line with the national rate.
- With all the emphasis on providing teacher candidates with more and better practice, few Arizona programs (13 percent, better than the national average of 6 percent) pay sufficient attention to basic indicators of quality, such as the teaching skills of the classroom mentor and providing regular observations and feedback to each candidate. The need to build classroom management skills is also overlooked, with only 29 percent (better than the national rate of 15 percent) of programs adequately verifying the competency of candidates.

A full analysis of the findings can be found [here](#).

**Recommendations:** Based on these findings, programs need to take several essential steps to provide stronger training to aspiring teachers.

1. Focus relentlessly on the need for future elementary teachers to be ready to teach reading and math, the two most important aspects of their job.
2. Prescreen applicants to make sure they already know the core content they will teach—or be prepared to prescribe the necessary remediation.
3. Programs should better use student teaching and internships as an opportunity to give constructive, targeted feedback on specific classroom management strategies that are found to be universally effective.

“By better aligning teacher preparation with the real demands of teaching, Arizona’s teacher prep programs could play a major role in boosting the quality of new teachers in the state and improving learning in schools. What a privilege and opportunity this represents,” commented Kate Walsh, president of the National Council on

Teacher Quality. “As the new NAEP results suggest, the status quo in training teachers is simply insufficient for our students’ needs.”

To schedule an interview with Rob Rickenbrode, Senior Managing Director of Teacher Prep Strategies, please contact Eric Duncan at [eduncan@nctq.org](mailto:eduncan@nctq.org) or (202) 393-0020 ext. 130.

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***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](http://www.nctq.org)*