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CONNECTICUT TEACHER PREP PROGRAMS RATED IN NCTQ'S 2018 TEACHER PREP REVIEW

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 10 traditional graduate programs and two alternative route programs based in Connecticut.

Teacher Prep Review results for Connecticut

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

- University of Bridgeport (64th)
- University of Hartford (23rd)

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

- Teach For America (Connecticut) (96th)
- Southern Connecticut State University (72nd)
- State of Connecticut Office of Higher Education: Alternative Route to Teacher Certification (ARC) (69th)

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 Connecticut's graduate programs can be found [here](#).

Key Findings for Connecticut

- Programs' preparation of **elementary teachers** is particularly haphazard.
 - Of the six elementary programs reviewed, only the **University of Bridgeport** provides basic instruction in how to teach young children to read. In the national sample, 23 percent do so.

- None of the graduate programs reviewed attend to the specific math content elementary teachers need. Nationally, just 1 percent of programs provide such content, under the mistaken impression that elementary mathematics does not require specialized coursework.
- Programs either presume subject matter knowledge in science and social studies or discount its importance, as not a single Connecticut program adequately screens elementary candidates for content knowledge in these subjects. Eighteen percent do so nationally.
- **High school teacher preparation** is mixed. Compared to other states, Connecticut is better in some ways and worse in others.
 - Of the five programs reviewed, only **Southern Connecticut State University** ensures all science and social studies teachers possess adequate content knowledge. Nationally, 36 percent of programs address the need for science and social studies teachers to know multiple subjects through adequate admissions screening or by requiring candidates to complete additional subject area coursework.
 - Every program reviewed in Connecticut requires aspiring high school teachers to take a course in the best ways to teach their specific subject, which exceeds the national rate of 70 percent.
- With all the emphasis on providing teacher candidates with more and better practice, none of the Connecticut programs reviewed 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 (compared to a national average of 6 percent). The need to build classroom management skills is also overlooked; none of the Connecticut programs evaluated (worse than the national rate of 15 percent) adequately verify the classroom management skills 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, Connecticut’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 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