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**May 11th, 2017 at 12:01 AM**

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## **NCTQ RELEASES NEWEST TEACHER PREP RATINGS IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS**

*ALTHOUGH MANY PROGRAMS DO WELL ON SOME ASPECTS OF TEACHER PREPARATION,  
OTHERS STILL STRUGGLE TO DELIVER TRAINING FUNDAMENTALS;  
MAJOR WEAKNESSES FOUND IN PREP FOR SCIENCE AND SOCIAL STUDIES TEACHERS*

### **Arizona State University Rated Among the Top Programs in the Nation, at 99th Percentile**

Washington DC –Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers. The organization examined three programs in Arizona, although only one has enough information for a ranking.

Of the 16 programs named to NCTQ’s list of “National Top Tier Secondary Teacher Prep Programs”, Arizona can claim one of the top programs, Arizona State University.

Programs achieve “Top Tier” status because they have solid admission standards, provide sufficient preparation in each teacher candidate’s intended subject area, and show candidates how best to teach that subject. Many also do well in evaluating candidates on how to manage a classroom and providing and ensuring the high quality of practice opportunities.

**Key National Findings:** As for overall performance of the 700+ programs, a common problem that surfaced in the analysis is the weak content preparation programs provide to science and social studies teacher candidates. That weakness contrasts sharply with almost uniformly strong preparation in English and mathematics content in the same institutions. A sizeable portion of programs (43 percent across the country) struggle to prepare teachers who will be qualified to teach the subjects under the umbrella of either science or social studies. For example, even though history is the subject most teachers with general social studies certification will be asked to teach, one out of five programs requires minimal to no history courses of their candidates.

- Through a combination of licensing test and coursework requirements, all programs in Arizona, including those with no overall program rating, earn As for content preparation in the sciences and for content preparation in social studies.

To see how programs in each state perform on their coverage of science go [here](#), and for social studies go [here](#).

Only 42 percent of programs succeed at teaching future teachers both the content and teaching methods for their subject. For a list of these programs in each state, go [here](#).

#### Other Findings:

- A quarter of all programs do not require a course in the best ways to teach a specific subject.
- There are early signs of some programs becoming more selective in their admissions, but it is still the case that 44 percent of programs set the bar too low for who gets into their programs. For a list of programs' selectivity rank in each state go [here](#).
- Among sufficiently selective programs, half also meet diversity goals. In Arizona, two of the three evaluated programs--Arizona State University and the University of Arizona--earn an A+ rating for being both selective and diverse. For a list of programs that are both selective and diverse, go [here](#).
- Only 6 percent of programs pay sufficient attention to the quality of student teaching by establishing an expectation that only skilled teachers should be allowed to mentor a future teacher and requiring student teachers to be regularly observed by program staff. Commendably, Arizona State University takes both of these steps. The two other Arizona programs evaluated in this area do not perform well. For a list of programs with strong student teaching in each state, go [here](#).
- Fewer than half of all programs (44 percent) evaluate teacher candidates on their use of the most effective strategies for managing classrooms while student teaching. Of the two Arizona programs that could be reviewed in this area, only Arizona State University ensures that future teachers have this experience. For a list of programs in each state that do well on classroom management, go [here](#).

**Recommendations:** Based on this research, NCTQ recommends that states make sure that high school teachers have a deep understanding of the content they will teach students, a goal that can be met by better licensing tests. However, Arizona is one of only three states--along with Minnesota and Missouri--that have strong tests in all core subject areas.

NCTQ also calls on programs to raise subject content requirements to require a solid education in *all* the subjects the future teacher will be licensed to teach, even in the broad categories of science and social studies. For more on what programs do to ensure the successful preparation of all candidates in science, go [here](#), and for social studies, go [here](#).

This edition of the *Teacher Prep Review* analyzes undergraduate programs preparing secondary school teachers. The next set of ratings from NCTQ will appear in Fall 2017 and will cover graduate and alternative (or nontraditional) programs preparing elementary teachers. The ratings for graduate and nontraditional secondary programs will follow in Spring 2018, followed by undergraduate and graduate special education programs in Fall 2018.

To read the *Landscape* report, click [here](#). To schedule an interview with NCTQ President Kate Walsh, please contact Stephen Buckley at (202) 393-0020 ext. 129.

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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)*