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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*

Eastern Connecticut State University Ranks Highest in Connecticut; Southern Connecticut State University among the Weakest Nationally.

Washington DC –Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including four in Connecticut.

Of the 16 programs nationally to be named to NCTQ’s “National Top Tier Secondary Teacher Prep Programs” list, none are in Connecticut. The closest “Top Tier” program is CUNY - Hunter College in New York.

Programs achieve “Top Tier” status because they have solid admission standards, provide sufficient preparation in each candidate’s intended subject area, and show them 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.

### **Teacher Prep Programs in Connecticut**

Eastern Connecticut State University scores the highest in the state, at the 81st percentile nationally. However, the state has one program in the bottom 10 percent: Southern Connecticut State University (2nd percentile).

<b>Undergraduate Secondary Programs in Connecticut</b>	<b>Percentile</b>
Eastern Connecticut State University	81st
Western Connecticut State University	42nd
Central Connecticut State University	28th
Southern Connecticut State University	2nd

**Key National Findings:** As for overall performance of the 700+ programs, a common problem that surfaced in the analysis is the weak content preparation provided 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 Connecticut earn an A for content preparation in the sciences.
- Only one of four programs in Connecticut earns an A 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 Key Findings:**

- A quarter of all programs do not require a course in the best ways to teach a specific subject. However, all secondary programs in Connecticut require teacher candidates to take a methods course and practice instruction in their subject area.
- 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. In Connecticut, 86 percent of programs are insufficiently selective. For a list of programs' selectivity in each state, go [here](#).
- Among sufficiently selective programs, half also meet diversity goals. For a list of selective and diverse programs in each state, 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. Unfortunately, no programs in Connecticut take both of these steps, and more than a quarter do neither. 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. However, 80 percent of Connecticut programs do. 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. Most states, including Connecticut are overdue for revamping their licensing tests, as most allow a high score in one subject to compensate for a low score on another. For instance, Connecticut has inadequate licensing tests for General Science and History & Social Studies certification. Currently, only Arizona, Minnesota, and Missouri 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 successfully ensure the 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)*