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NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

THE UNIVERSITY OF GEORGIA RANKS BEST IN THE STATE, WHILE CLAYTON STATE UNIVERSITY AND MIDDLE GEORGIA STATE UNIVERSITY RANK AMONG WEAKER PROGRAMS NATIONWIDE

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

Georgia can claim none of the 16 programs named to NCTQ’s list of the “Nation’s Top Tier Secondary Teacher Prep Programs”. The closest “Top Tier” program is Clemson University in South Carolina.

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.

Teacher Prep Programs in Georgia

Although not earning “Top Tier” status, the University of Georgia scores in the 81st percentile nationally. No programs in Georgia fall in the bottom 10 percent.

Georgia Undergraduate Secondary Program	Percentile
University of Georgia	81st
Piedmont College	67th
Augusta University	64th
Gordon State College	46th
Middle Georgia State University	28th
Clayton State University	20th

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.

- Georgia is an exception. Seven of its nine programs have adequate content preparation in science, and all programs do so 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 in the nation and in Georgia 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. In Georgia, 75 percent of programs set the bar too low for who gets into their programs. For a list of programs by selectivity, go [here](#).
- Among sufficiently selective programs nationwide, half also meet diversity goals. No programs in Georgia are both selective and diverse. 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. While Georgia Southwestern State University and Augusta University take both of these steps, 83 percent of programs in Georgia perform poorly in this area, primarily because they do not adequately monitor the quality of mentor teachers. 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. In Georgia, only a third of programs evaluate future teachers on most or all of these strategies. 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 Georgia, are overdue for revamping their licensing tests, as most allow a high score in one subject to compensate for a low score in another. For instance, Georgia has an inadequate licensing test for the general Science 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