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NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

TWO KANSAS SCHOOLS RANK IN TOP 25 PERCENT NATIONALLY-- BENEDICTINE COLLEGE AND NEWMAN UNIVERSITY

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 11 in Kansas.

No Kansas program appears on NCTQ’s list of “National Top Tier Secondary Teacher Prep Programs.” The closest “Top Tier” program is Colorado Christian University in neighboring Colorado.

“Top Tier” programs 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 Kansas

The state’s highest rated schools are Benedictine College in the 83rd percentile and Newman University in the 76th percentile. No programs in Kansas fall in either the top ten or bottom ten percent. Kansas programs’ ratings are:

Baker University (49th percentile)	Kansas State University (64th percentile)
Benedictine College (83rd percentile)	MidAmerica Nazarene University (57 percentile)
Bethany College (57th percentile)	Newman University (76th percentile)
Emporia State University (69th percentile)	Pittsburg State University (64th)
Fort Hays State University (71st percentile)	Sterling College (61th percentile)
	University of Saint Mary(52nd percentile)

Key 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.

- Kansas is an exception. Through a combination of licensing test and coursework requirements, all programs in Kansas have adequate content preparation in science and 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 nationally and in Kansas 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--nationally 57 percent of programs draw most of their teacher candidates from the top half of the college-going population. In Kansas, 62 percent of programs do so. For a list of programs by selectivity, go [here](#).
- Among sufficiently selective programs nationwide, half also meet diversity goals, including Benedictine College and Newman University in Kansas. 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. Friends University (which does not have an overall rating due to incomplete information) performs well in this area. However, the remaining 92 percent of Kansas programs do not, 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. However, 60 percent of programs in Kansas do so. 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 Kansas, 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, Kansas has an inadequate licensing test for its History and Government 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