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NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

FIVE MISSOURI PROGRAMS (THREE IN ST. LOUIS) RANK IN TOP 10 PERCENT 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 28 in Missouri.

None of the 16 programs on NCTQ’s list of the “Nation’s Top Tier Secondary Teacher Prep Programs” is in Missouri. The closest “Top Tier” programs are the University of Iowa and Coe College, both in the neighboring state of Iowa.

“Top Tier” programs 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 teaching how to manage a classroom and providing and ensuring the high quality of practice opportunities.

Teacher Prep Programs in Missouri

Five programs in Missouri rank above the 90th percentile nationally:

Undergraduate Secondary Programs in Missouri	Percentile
University of Missouri - St. Louis	94
St. Louis University	93
Maryville University of St. Louis	91
William Jewell College	91
Rockhurst University	91

No program in Missouri falls in the bottom 10 percent.

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. Missouri is an exception. Through a combination of licensing test and coursework requirements, all programs in Missouri 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 do not require a course in the best ways to teach a specific subject. Missouri greatly exceeds the national average, with 93 percent of programs in the state requiring teacher candidates to take a methods course 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 contrast, 21 percent of Missouri programs fall short in this area. For a list of programs by selectivity, go [here](#).
- Among sufficiently selective programs, half also meet diversity goals. Missouri boasts seven selective and diverse programs, the second highest number of any state: Maryville University of St. Louis, Rockhurst University, St. Louis University, the University of Missouri–St. Louis, Westminster College, William Jewell College, and William Woods University. For a list of national programs that meet these criteria, 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 Missouri do well in this area. 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 during student teaching. In Missouri, 29 percent of programs 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 are overdue for revamping their licensing tests, as most allow a high score in one subject to compensate for a low score on another. However, Missouri is one of only three states--along with Arizona and Minnesota--with a strong test 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