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Contact
Stephen Buckley
National Council on Teacher Quality
sbuckley@nctq.org
(202) 393-0020 ext. 129

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*

**NEW JERSEY’S SETON HALL UNIVERSITY RANKS IN TOP TEN PERCENT NATIONALLY;
RUTGERS UNIVERSITY-NEWARK IS NEAR THE BOTTOM.**

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 10 in New Jersey.

None of the 16 programs on NCTQ’s list of the “Nation’s Top Tier Secondary Teacher Prep Programs” is in New Jersey. The closest “Top Tier” program is CUNY-Hunter College.

“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 evaluating candidates on how to manage a classroom and ensuring the high quality of practice opportunities.

Teacher Prep Programs in New Jersey

Other programs in New Jersey do well; although not earning “Top Tier” status, Seton Hall University ranks in the 96th percentile nationally. However, Rutgers University-Newark falls in the bottom six percent.

| Undergraduate Secondary Programs in New Jersey | Percentile |
|---|-------------------|
| Seton Hall University | 96th |
| Rowan University | 76th |
| College of New Jersey | 59th |
| Rider University | 54th |
| Georgian Court University | 44th |

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|---|------|
| Kean University | 42nd |
| Centenary College | 31st |
| William Paterson University of New Jersey | 18th |
| Rutgers University - Camden | 13th |
| Rutgers University - Newark | 6th |

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 falls in sharp contrast to 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 New Jersey earn an A for content preparation in the sciences.
- Only 50 percent of programs in New Jersey earn an A for content preparation in the social studies, compared to 65 percent of programs nationally.

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 subjects. 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. By comparison, 38 percent of secondary programs in New Jersey do not require teacher candidates to take a methods course in the subject area they will be certified to teach.
- 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 New Jersey, 69 percent of programs are insufficiently selective. For a list of programs' selectivity rank in each state go [here](#).
- Of the sufficient selective programs, half nationally also meet diversity goals, including the College of New Jersey and Seton Hall. For a list of programs in each state found to be 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. No New Jersey program scores well in this area, because all programs provide student teachers with, at most, only one of two key elements of a high-quality student teaching program: adequate

feedback and a strong mentor. 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 New Jersey, only a quarter of programs do so. For a list of programs that perform well on classroom management in each state, 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 in another. For instance, New Jersey could strengthen teacher content knowledge by requiring that the Social Studies licensing test adequately assesses teachers in all of the subjects they will be certified to teach. 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