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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*

**CUNY-Hunter College Ranks As One of Top 16 Programs in the Nation;
SUNY College-Oneonta Also Near Top; Dominican and St. Francis Among Weakest**

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 42 in New York.

Of the 16 programs nationally to be named to NCTQ’s list of the “Nation’s Top Tier Secondary Teacher Prep Programs,” New York can claim one program, CUNY-Hunter.

Programs achieve "Top Tier" 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 New York

Eight programs in New York rank in the top 25 percent of the nation:

Program	National Percentile	Program	National Percentile
CUNY - Hunter College	99th	SUNY - Fredonia	86th
SUNY College at Oneonta	94th	SUNY College at Brockport	83rd
CUNY - Lehman College	87th	Roberts Wesleyan College	81st
Ithaca College	87th	College of Mount Saint Vincent	76th

However, New York has 11 programs in the bottom 25 percent:

Program	National Percentile	Program	National Percentile
Hobart and William Smith Colleges	25th	Daemen College	16th
CUNY - Queens College	23rd	Keuka College	16th
SUNY - Potsdam	23rd	St. Thomas Aquinas College	14th
St. John's University	21st	Utica College	14th
St. Lawrence University	21st	Dominican College	8th
		St. Francis College	4th

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 New York earn an A for content preparation in the sciences.
- Only 36 percent of programs in New York 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 subject. For a list of these programs in each state, go [here](#).

Other Key Findings:

- A quarter of all programs nationally and in New York 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 New York, 71 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 six in New York -- CUNY-Hunter College, College of Mount Saint Vincent, Stony Brook University, Manhattan College, Barnard College, and Columbia University. 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 their 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. In New York, only nine programs take both steps, and more than half of programs do neither. For a list of programs in each state with strong student teaching programs go [here](#).
- Fewer than half of all programs nationally (44 percent) evaluate teacher candidates on their use of the most effective strategies for managing classrooms while student teaching. Only 39 percent of programs in New York ensure that future teachers have this experience. 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, including New York, 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 York could strengthen teacher content knowledge by requiring that the licensing test for Social Studies certification 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* analyze 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