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NCTQ RELEASES NEWEST TEACHER PREP RATINGS IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

***North Dakota State Ranks as Top in State;
Mayville and Valley City State Rank Among Nation's 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 eight in North Dakota.

None of the 16 programs on NCTQ's list of the "Nation's Top Tier Secondary Teacher Prep Programs" is in North Dakota. The closest "Top Tier" programs are St. Olaf College (Northfield, MN) and the University of Minnesota - Duluth.

"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.

How North Dakota Secondary Teacher Prep Programs Fare

Institution	National Percentile
North Dakota State University	86th
University of North Dakota	79th
Dickinson State University	74th
University of Mary	71st
University of Jamestown	61st
Minot State University	57th
Mayville State University	23rd
Valley City State University	12th

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 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 North Dakota earn As for content preparation in the sciences and As for content preparation in the 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 subjects. For a list of these programs in each state, go [here](#).

More findings:

- North Dakota is not only unusually strong on subject matter preparation, it is also strong in how to teach that subject. While a quarter of all programs nationally do not offer a course in the best ways to teach a specific subject, all programs in North Dakota do.
- There are early signs of some programs becoming more selective in their admissions - nationally 57 percent of programs draw most of their students from the top half of the college-going population. In North Dakota, 75 percent of programs do so (although no program in North Dakota earns an A on selectivity). For a list of programs by selectivity, go [here](#).
- Among sufficiently selective programs, half also meet diversity goals. No programs in North Dakota rank as 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. Unfortunately, of the programs evaluated in North Dakota, only North Dakota State University takes both of these steps to enhance the quality of its student teaching. A third of programs meet neither criterion. 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. Only thirteen percent of North Dakota programs ensure that future teachers have this experience. For a list of programs that do well on classroom management, go [here](#).

Recommendations: NCTQ recommends that states do their part to make sure that high school teachers enter the classroom with a deep understanding of the content they will teach students, a goal that can be met not just by strong coursework requirements but also by better licensing tests. Most states, including North Dakota, 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, North Dakota could further strengthen teacher content knowledge by requiring that licensing tests for Composite Science, Physical Science, and Composite Social Studies certification adequately assess 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.

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