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NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

Ohio Wesleyan Ranks as One of Nation's Top Teacher Prep Programs
Miami University of Ohio & University of Dayton Rank in Top 10 Percent

University of Rio Grande and Defiance College Rank Among Weakest in Nation

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 38 in Ohio.

Of the 16 programs nationally to be named to NCTQ's list of the "Nation's Top Tier Secondary Teacher Prep Programs," Ohio can claim one program, Ohio Wesleyan University.

"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. They also do well teaching candidates how to manage a classroom and providing and ensuring the high quality of practice opportunities.

Top and Bottom Programs in Ohio

Program	National Percentile
Ohio Wesleyan University	99
Miami University of Ohio	94
University of Dayton	94
John Carroll University	89
Ohio Northern University	89
Marietta College	86
Mount Vernon Nazarene University	86
Kent State University	83
Capital University	81
Ashland University	76

Program	National Percentile
Bluffton University	25
Notre Dame College	18
Bowling Green State University	13
Ursuline College	11
University of Rio Grande	8
Defiance College	5

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 nationally (43 percent) 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 Ohio earn an A for content preparation in the sciences.
- Only 51 percent of programs in Ohio earn an A for content preparation in the social studies, compared to 64 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](#).

Additional Findings:

- A quarter of all programs do not require a course in the best ways to teach a specific subject. In Ohio, just 12 percent of programs do not require teacher candidates to take a methods course in their subject area.
- 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 Ohio, 63 percent of programs do so. For a list of programs' selectivity rank in each state go [here](#).
- Among sufficiently selective programs, half also meet diversity goals including five in Ohio -- Miami University of Ohio, University of Dayton, John Carroll University, University of Cincinnati, and Xavier University. For a full list of selective and diverse programs in each state, go [here](#).
- Only 6 percent of programs nationally 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 Ohio, 8 percent of programs perform well in this area. However, more than a third of programs do not provide student teachers with either a strong mentor or sufficient observations. For a list of programs with strong student teaching in each state 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. In Ohio, only a third of programs 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, not just changing coursework requirements. Most states, including Ohio, 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, Ohio could strengthen teacher content knowledge by requiring that

licensing tests for Integrated Science and Integrated 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.

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