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

UNIVERSITY OF OKLAHOMA HAS STATE'S HIGHEST RATING;
MOST STATE PROGRAMS RANK IN BOTTOM HALF NATIONALLY

Northwestern Oklahoma State University, Southwestern Oklahoma State University, Southeastern Oklahoma State University 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 11 in Oklahoma.

None of the 16 programs on NCTQ's list of the "Nation's Top Tier Secondary Teacher Prep Programs" is in Oklahoma. The closest "Top Tier" programs are Colorado Christian University (Lakewood) and University of Southern Mississippi (Hattiesburg).

"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 Oklahoma Programs Fare

The University of Oklahoma has the highest rating in the state at the 84th percentile, while Southeastern Oklahoma State University ranks near the bottom at the 3rd percentile.

Oklahoma's programs are:

University of Oklahoma (84th Percentile)
University of Central Oklahoma (52nd Percentile)
Northeastern State University (49th Percentile)
Cameron University (30th Percentile)
University of Science and Arts of Oklahoma (26th Percentile)
Southern Nazarene University (20th Percentile)

East Central University (13th Percentile)
Oklahoma Baptist University (12th Percentile)
Northwestern Oklahoma State University (9th Percentile)
Southwestern Oklahoma State University (8th Percentile)
Southeastern Oklahoma State University (3th Percentile)

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.

- Only 66 percent of programs in Oklahoma earn an A for content preparation in the sciences, compared to 81 percent of programs nationally.
- 91 percent of programs in Oklahoma earn an A for content preparation in the social studies, compared to only 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 findings:

- A quarter of all programs both nationally and in Oklahoma do not offer a course in the best ways to teach a specific subject.
- 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 Oklahoma, 77 percent of programs fail to set adequate admissions standards. For a list of programs' selectivity rank in each state go [here](#).
- Among sufficiently selective programs, half nationally also meet diversity goals. 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, no programs in Oklahoma perform well in this area. All programs fail to monitor the quality of mentor teachers, and almost half do not provide student teachers with frequent observations. 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 a third of programs in Oklahoma meet this criterion. For a list of programs 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, including Oklahoma, 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, Oklahoma could strengthen teacher content knowledge by requiring that licensing tests for all three social studies certifications, as well as Physical Science 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