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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*

Oregon Has No Program in National Top Ten Percent and Two of the Weakest Programs in the Nation--Western Oregon University and Warner Pacific College

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

Of the 16 programs nationally to be named to NCTQ’s list of the “Nation’s Top Tier Secondary Teacher Prep Programs,” none is in Oregon.

“Top Tier” programs have solid admission standards, provide sufficient preparation in each candidate’s intended subject area, and show candidates how to best teach that subject. Many also do well in evaluating candidates on how to manage a classroom and providing and ensuring high quality practice opportunities.

Teacher Prep Programs in Oregon

Oregon does not have any program ranking in the top 10 percent nationally. The state does have two programs falling in the bottom 10 percent of programs nationally--Western Oregon University (lowest percentile) and Warner Pacific College (lowest percentile).

Oregon programs are:

- University of Portland (52nd percentile)
- Corban University (28th percentile)
- Linfield College (25th percentile)
- Western Oregon University (1st percentile)
- Warner Pacific College (1st 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 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.

- All five programs evaluated in Oregon earn an F for content preparation in the sciences.
- Three of the five programs evaluated in Oregon earn an F for content preparation in 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 the teaching methods for their subject. For a list of these programs in each state, go [here](#).

Additional Findings:

- Nationally, a quarter of all programs do not require a course in the best ways to teach a specific subject. The same is true in Oregon.
- There are early signs of some programs becoming more selective in their admissions, but it is still the case that 43 percent of programs set the bar too low. However, among sufficiently selective programs nationwide, half also meet diversity goals, including the University of Portland and Linfield College in Oregon. For a list of selective programs in each state go [here](#). 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. Among Oregon's programs, only one (Linfield College) takes both of these crucial steps. 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. No program in Oregon evaluates future teachers on most or all of these strategies. For a list of programs across the country that score 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 Oregon, are overdue for revamping their licensing tests, as most allow a high score in one subject to compensate for a low score in another. Currently, Oregon has inadequate licensing tests for all four science certifications and the state's lone social studies certification. 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 non-traditional 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