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Contact
Stephen Buckley
National Council on Teacher Quality
sbuckley@nctq.org
(202) 393-0020 ext. 129

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

MESSIAH COLLEGE RANKS AMONG NATION'S TOP 16 PROGRAMS
AND GROVE CITY COLLEGE RANKS IN TOP 10 PERCENT

Six Pennsylvania Programs 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 49 in Pennsylvania.

Of the 16 programs nationally to be named to NCTQ's list of the "Nation's Top Tier Secondary Teacher Prep Programs," Pennsylvania can claim one -- Messiah College (Grantham, PA).

Programs earn "Top Tier" status because they 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 the high quality of practice opportunities.

Teacher Prep Programs in Pennsylvania

A few other programs in Pennsylvania also do relatively well, with Grove City College (90th percentile) ranking in the top 10th percent and Saint Francis University and Westminster College both ranking at the 81st percentile.

However, the state has six programs falling in the bottom 10 percent:

- Immaculata University (9th percentile)
- California University of Pennsylvania (9th percentile)
- Lycoming College (7th percentile)
- University of Pittsburgh at Johnstown (6th percentile)
- Indiana University of Pennsylvania (5th percentile)
- Wilson College (5th 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.

- 79 percent of programs in Pennsylvania earn an A for content preparation in the sciences, which is comparable to the national average.
- Only 43 percent of programs in Pennsylvania 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](#).

Additional Findings:

- A quarter of all programs 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, but it is still the case that 44 percent of programs set the bar too low for who gets into their programs. Over half of Pennsylvania programs (55 percent) are not sufficiently selective. For a list of programs' selectivity rank in each state go [here](#).
- Among sufficiently selective programs, half also meet diversity goals. In Pennsylvania, 12 programs are both selective and diverse, more than in any other state. 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, even though this evaluation includes more programs in Pennsylvania than in any other state, no state program performs well in this area as none take both of these important steps. For a list of programs across the country with strong student teaching, 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. In Pennsylvania, 37 percent of programs 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 Pennsylvania, 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, Pennsylvania has

inadequate licensing tests for its General Science, Social Studies, and Citizenship Education certifications. 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