

FOR IMMEDIATE RELEASE
May 11th, 2017 at 12:01 AM

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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*

Tennessee's Lipscomb University Ranks as One of Nation's "Top Tier" Teacher Prep Programs
Maryville College and Milligan College Also Rank in Top 10 Percent

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 16 in Tennessee

Tennessee can claim one of the 16 programs on NCTQ's list of the "Nation's Top Tier Secondary Teacher Prep Programs" -- Lipscomb University (Nashville).

"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 providing and ensuring the high quality of practice opportunities.

Teacher Prep Programs in Tennessee

Other programs in Tennessee also do well, with Maryville College and Milligan College ranking in the top ten percent nationally. The state also has two in the bottom 10 percent -- Martin Methodist College and Tennessee Technological University.

- Austin Peay State University (67th percentile)
- Bethel University (40th percentile)
- Carson-Newman University (89th percentile)
- East Tennessee State University (79th percentile)
- King University (37th percentile)
- Lincoln Memorial University (74th percentile)
- Lipscomb University (99th percentile)
- Martin Methodist College (9th percentile)
- Maryville College (92nd percentile)
- Milligan College (92nd percentile)

- Southern Adventist University (49th percentile)
- Tennessee State University (34th percentile)
- Tennessee Technological University (4th percentile)
- Tennessee Wesleyan College (37th percentile)
- Trevecca Nazarene University (67th percentile)
- Tusculum College (37th percentile)

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.

- 94 percent of programs in Tennessee earn an A for content preparation in the sciences, compared to 81 percent of programs nationally.
- 94 percent of programs in Tennessee earn an A for content preparation in the social studies, in contrast 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 Key Findings:

- A quarter of all programs do not offer a course in the best ways to teach a specific subject. In Tennessee, half of programs do not require secondary teacher candidates to take a methods course in the subject area they will be certified to teach.
- 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. For a list of programs' selectivity rank in each state go [here](#). Tennessee matches this national average as 44 percent of programs earn a C or lower, meaning that they are not sufficiently selective.
- Among sufficiently selective programs, half also meet diversity goals, including three in Tennessee--Freed-Hardeman University (which has no overall rating due to incomplete information), Lipscomb University, and Maryville College. 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. In Tennessee, the percentage of programs taking both of these steps matches the national average, but none of the remaining 94 percent of programs sufficiently monitors the quality of mentor teachers. For a list of programs in each state that have 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. However, almost eighty percent of programs in Tennessee 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. Most states, including Tennessee should consider revamping their licensing test requirements. Tennessee, which recently required all new teachers to pass a licensing test, currently does not mandate a passing score for first year teachers.

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