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NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

Texas Has No Program in National Top Ten Percent, Despite Large Number of Evaluated Programs; Six Programs Are Among the Nation's Weakest

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 32 in Texas. Only three states have more programs in the *Review*.

However, Texas has no program on NCTQ's national list of "Top Tier Secondary Teacher Prep Programs." The closest "Top Tier" programs can be found in Arizona (Arizona State University), Colorado (Colorado Christian University), and Mississippi (University of Southern Mississippi).

"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 Texas

Texas has no program in the top ten percent. Texas' highest ranked programs are Houston Baptist University and St. Edward's University, both ranking at the 86th percentile. However, the state has six programs falling in the bottom 10 percent: Howard Payne University (10th percentile), Sul Ross State University (10th percentile), Huston-Tillotson University (9th percentile), Tarleton State University (8th percentile), University of Houston - Downtown (4th percentile), and Wayland Baptist University (2nd 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.

- Only 49 percent of programs in Texas earn an A for content preparation in the sciences, compared to 81 percent of programs nationally.
- 75 percent of programs in Texas earn an A for content preparation in the social studies, compared to just 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 do not offer a course in the best ways to teach a specific subject. In Texas, two-thirds of programs do not.
- 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 enters their programs. In Texas, half of programs are not sufficiently selective. For a list of programs by selectivity, go [here](#).
- Among sufficiently selective programs, half also meet diversity goals, including six in Texas: LeTourneau University, Rice University, St. Edward's University, Texas Christian University, Texas Southern University, and the University of St. Thomas. For a list of selective and diverse programs in each state, go [here](#).
- Only 6 percent of programs nationally 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 Texas, only Houston Baptist University and Texas Tech take both of these steps. For a list of programs that have 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. However, 27 programs in Texas ensure that future teachers have this feedback, more than in any other state. For a list of programs that score 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 Texas, 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, Texas requires inadequate licensing tests for all four science certifications allowing teachers to teach multiple subjects, as well as the state's general 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 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