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NCTQ RELEASES NEWEST TEACHER PREP RATINGS

IDENTIFYING TOP PROGRAMS PREPARING HIGH SCHOOL TEACHERS

UNIVERSITY OF WISCONSIN-PLATTEVILLE IS ONE OF 16 “TOP TIER” PROGRAMS IN THE NATION;
UNIVERSITY OF WISCONSIN-LA CROSSE AND CONCORDIA UNIVERSITY WISCONSIN ALSO RANK
NEAR THE TOP

*LAWRENCE UNIVERSITY, UNIVERSITY OF WISCONSIN-GREEN BAY, AND SILVER LAKE COLLEGE OF
THE HOLY FAMILY AMONG THE WEAKEST NATIONWIDE*

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its latest ratings for 717 undergraduate programs that prepare high school teachers, including 22 in Wisconsin.

Of the 16 programs nationally on NCTQ’s list of the “Nation’s Top Tier Secondary Teacher Prep Programs,” Wisconsin can claim one, the University of Wisconsin-Platteville.

“Top Tier” programs have solid admission standards, provide sufficient preparation in each teacher candidate’s intended subject area, and show candidates 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 Wisconsin

Other programs in Wisconsin also did well; two are ranked in the top 10 percent nationally: the University of Wisconsin-La Crosse and Concordia University Wisconsin. The University of Wisconsin-Eau Claire also ranks near the top at the 89th percentile.

However, the state has three programs falling in the bottom quartile of all programs nationally: University of Wisconsin - Green Bay, Silver Lake College of the Holy Family, and Lawrence University.

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 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.

- 83 percent of programs in Wisconsin earn an A for content preparation in the sciences, which is comparable to the 81 percent of programs nationally.
- Only 39 percent of programs in Wisconsin 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](#).

Other Key Findings:

- A quarter of all programs nationwide do not require a course in the best ways to teach a specific subject. However, 84 percent of programs in Wisconsin require teacher candidates to take a methods course in their subject area.
- There are early signs of some programs becoming more selective in their admissions - nationally 57 percent of programs draw most of their students from the top half of the college-going population. In Wisconsin, 80 percent of programs set this sufficiently high bar for admission. For a list of programs nationally by selectivity, go [here](#).
- Among sufficiently selective programs, half also meet diversity goals. No programs do so in Wisconsin. 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 Wisconsin, 12 percent of programs take both of these steps, twice than the national average. Concordia University Wisconsin, University of Wisconsin - La Crosse and University of Wisconsin - Platteville do well in this area. However, the remaining 88 percent of programs do not sufficiently monitor the quality of mentor teachers. 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. In Wisconsin, only 41 percent of programs ensure that future teachers have this feedback. For a list of programs in each state 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 Wisconsin, 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, all of Wisconsin's licensing tests for the sciences and social studies are inadequate. 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