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## **INDIANA TEACHER PREP PROGRAMS RATED IN NCTQ'S 2018 TEACHER PREP REVIEW**

*RATINGS HIGHLIGHT DISCONNECT between PREPARATION TEACHERS GET and REAL DEMANDS OF TEACHING; LACK of PREP MAY CONTRIBUTE TO FLAT NAEP RESULTS*

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its [latest ratings for traditional graduate and alternative route programs](#) preparing either elementary or secondary teachers, including seven traditional graduate programs and three alternative route programs based in Indiana.

### **Teacher Prep Review results for Indiana**

**Highest ranked secondary programs** (national percentile out of 406 programs):

- University of Notre Dame: ACE Teaching Fellows (96th)
- Indiana University - Bloomington (92nd)
- Indiana University - Bloomington, Secondary Transition to Teaching (91st)
- Purdue University (62nd)
- Valparaiso University (58th)

Programs earn top marks for having strong admission criteria and providing candidates with both the content knowledge and instructional techniques needed to enter the classroom ready to teach. The best programs do more to instill classroom management skills and systematically provide high-quality practice opportunities.

*The full list of Indiana's graduate and alternative route programs can be found [here](#).*

### **Key Findings for Indiana**

- Programs' preparation of **elementary teachers** is weak.
  - Neither of the elementary programs reviewed provides basic instruction in how to teach young children to read. In the national sample, 23 percent do so.
  - Neither of the elementary programs reviewed attends to the specific math content elementary teachers need. Nationally, just 1 percent of programs provide such content, under the mistaken

impression that elementary mathematics does not require specialized coursework.

- **High school teacher preparation** is better, though the results are still mixed.
  - Six of the eight programs reviewed in Indiana ensure both science and social studies teachers possess adequate content knowledge. Only 36 percent of programs do so nationally.
  - While all high school teachers should take a course in the best ways to teach their specific subject, 38 percent of programs in Indiana fail to require such coursework, worse than the national rate of 29 percent.
- With all the emphasis on providing teacher candidates with more and better practice, none of the Indiana programs reviewed pay sufficient attention to basic indicators of quality such as the teaching skills of the classroom mentor and providing regular observations and feedback to each candidate (the national average is 6 percent). The need to build classroom management skills is also overlooked, with only **Indiana University Bloomington's** programs (25 percent of programs evaluated, exceeding the national rate of 15 percent) adequately verifying the competency of candidates.

A full analysis of the findings can be found [here](#).

**Recommendations:** Based on these findings, programs need to take several essential steps to provide stronger training to aspiring teachers.

1. Focus relentlessly on the need for future elementary teachers to be ready to teach reading and math, the two most important aspects of their job.
2. Prescreen applicants to make sure they already know the core content they will teach—or be prepared to prescribe the necessary remediation.
3. Programs should better use student teaching and internships as an opportunity to give constructive, targeted feedback on specific classroom management strategies that are found to be universally effective.

“By better aligning teacher preparation with the real demands of teaching, Indiana’s teacher prep programs could play a major role in boosting the quality of new teachers in the state and improving learning in schools. What a privilege and opportunity this represents,” commented Kate Walsh, president of the National Council on Teacher Quality. “As the new NAEP results suggest, the status quo in training teachers is simply insufficient for our students’ needs.”

To schedule an interview with Rob Rickenbrode, Senior Managing Director of Teacher Prep Strategies, please contact Eric Duncan at [eduncan@nctq.org](mailto:eduncan@nctq.org) or (202) 393-0020 ext. 130.

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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](http://www.nctq.org)*