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LOUISIANA 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 four traditional graduate programs and four alternative route programs based in Louisiana.

Teacher Prep Review results for Louisiana

Highest ranked elementary programs (national percentile out of 194 programs):

- University of New Orleans (78th)
- University of Louisiana at Lafayette: Certification-Only Academic Intern Program (75th)
- Louisiana Tech University: MAT Program (Alternative Certification/Internship Option) (48th)

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

- McNeese State University (44th)
- University of New Orleans (38th)

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 Louisiana's graduate and alternative route programs can be found [here](#).

Key Findings for Louisiana

- There are some indications that Louisiana's preparation of elementary teachers is better than average:
 - One of the three elementary programs reviewed, the **University of New Orleans**, provides basic instruction in how to teach young children to read. In the national sample, 23 percent do so.

- Two of the three elementary programs reviewed, the **University of Louisiana at Lafayette: Certification-Only Academic Intern Program** and **Louisiana Tech University: MAT Program (Alternative Certification/Internship Option)**, attend 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.
- While programs typically discount the importance of subject matter knowledge in science and social studies, all three of the programs reviewed in Louisiana adequately screen elementary candidates for content knowledge in these subjects. Only 18 percent of programs do so nationally.
- **High school teacher preparation** is worse, with Louisiana particularly weak compared to other states.
 - None of the five programs reviewed ensure all science and social studies teachers possess adequate content knowledge. Nationally, 36 percent of programs address the need for science and social studies teachers to know multiple subjects through adequate admissions screening or by requiring candidates to complete additional subject area coursework.
 - While all high school teachers should take a course in the best ways to teach a specific subject, three of the five programs reviewed in Louisiana 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 Louisiana 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 similarly overlooked as no Louisiana programs adequately verify the classroom management skills of candidates. Nationally, only 15 percent do.

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, Louisiana’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

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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