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MARYLAND TEACHER PREP PROGRAMS RATED IN NCTQ'S 2018 TEACHER PREP REVIEW

Johns Hopkins University earns high distinction

*MARYLAND PREPARATION BETTER THAN MOST; AREAS OF WEAKNESS 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 19 traditional graduate programs and three alternative route programs based in Maryland.

Teacher Prep Review results for Maryland

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

- Johns Hopkins University (99th)
- St. Mary's College of Maryland (90th)
- Notre Dame of Maryland University (80th)
- Bowie State University (78th)

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

- Baltimore City Teaching Residency (BCTR) (97th)
- Johns Hopkins University (95th)
- McDaniel College (90th)
- Prince George's County Public Schools: Resident Teacher Program (RTP) (89th)
- Bowie State University (80th)

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

Key Findings for Maryland

- Compared to other states, programs in Maryland provide considerably **better preparation of elementary teachers**.
 - Five of the nine elementary programs reviewed provide basic instruction in how to teach young children to read. While this is still too low a number, it is better than the national average of 23 percent.
 - Of the nine programs reviewed, only **University of Maryland - College Park** 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.
 - While programs typically discount the importance of subject matter knowledge in science and social studies, 63 percent of Maryland programs adequately screen elementary candidates for content knowledge in these subjects, compared to just 18 percent nationally.
- In contrast, **high school teacher preparation** is middling, as Maryland programs fall in line with or below national averages.
 - Of the 10 programs reviewed, only **Bowie State University** and **McDaniel College** 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 their specific subject, 27 percent of programs in Maryland fail to require such coursework, in line with the national rate.
- With all the emphasis on providing teacher candidates with more and better practice, only **Johns Hopkins University's** programs 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 (9 percent of programs evaluated, compared to a national average of 6 percent.) The need to build classroom management skills is often overlooked, with only **McDaniel College** (6 percent of programs, worse than 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.

“Though Maryland does well in some areas, by better aligning teacher preparation with the real demands of teaching, Maryland’s teacher prep programs could play a major role in boosting the quality of new teachers and improving learning in schools across the state. 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 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