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Contact: Lisa Cohen, 310-395-2544
lisa@lisacohen.org

North Carolina Study Finds That Graduates Of Teacher Prep Programs With Higher NCTQ Ratings Are More Effective On Average Than Graduates Of Programs With Lower Ratings

Sponsored by University of North Carolina System, 'Measuring Up' Report Finds That "NCTQ standards are grounded in available research and completely transparent;" NCTQ Welcomes Study, Urges Teacher Prep Programs to Join Commitment to Transparency

Washington, DC – A new study by the Education Policy Initiative at Carolina (EPIC) examining the connection between the National Council on Teacher Quality's (NCTQ) *Teacher Prep Review* standards and actual teacher performance finds that graduates of teacher prep programs with higher NCTQ ratings are more effective on average than graduates of programs with lower ratings, no matter if the measure of effectiveness is student test scores or teacher evaluations.

The study, which was conducted independently of NCTQ and paid for by the Teacher Quality Research Initiative at the University of North Carolina System, focuses on the relationship between NCTQ's program ratings and the performance of program graduates in North Carolina classrooms. The authors, Dr. Gary Henry of Vanderbilt and Dr. Kevin Bastian of UNC-Chapel Hill, affirmed the integrity of NCTQ's standards, stating that "NCTQ standards are grounded in available research and completely transparent."

"NCTQ is heartened by the report's finding that graduates of teacher prep programs with higher *Teacher Prep Review* ratings are more effective," said Kate Walsh, President of NCTQ. "However, that doesn't mean we are any less committed to a continuous process of examination and revision—not only of our standards but also of how they are weighted. From the start of this work in 2004, our number one priority has been to achieve a rating system that the public can trust. We welcome more research like this — and we invite teacher preparation programs to assist us in getting the facts and judgments right."

NCTQ launched the biennial *Teacher Prep Review* to provide the public with meaningful, reliable information about the quality of the 1,400 schools of education that prepare over 200,000 new teachers every year. The EPIC report offers NCTQ suggestions on ways to strengthen some of its standards, some of which NCTQ had already been considering, including:

- Looking at not just the content that programs deliver through their coursework but also at what teacher candidates are asked to do to complete coursework successfully.
- Giving programs more credit for the systematic collection of their graduates' outcomes.
- Raising the current minimum GPA of 3.0 to a level more meaningfully associated with future teacher performance.
- Giving much more weight to what teachers must learn about assessment and interpreting data.

Walsh added, “Even though formal teacher preparation as we know it has been around for more than a century, along with intense regulation from state governments, there is remarkably little consensus and research about what constitutes high quality preparation. We are enthusiastically determined to achieve that elusive goal. To do so, transparency is essential—not only in our own processes, but also in the daily decisions made by individual programs. We are hopeful that in the future, schools of education will join us in our commitment to transparency so that we can all work together to ensure America is providing future teachers with everything they need to help students be successful.”

To view the full EPIC report, visit: http://nctq.org/dmsView/Measuring_Up

Read NCTQ’s full response, visit: http://www.nctq.org/dmsView/Measuring_Up_Response

To learn more about the *Teacher Prep Review*, visit:
<http://www.nctq.org/teacherPrep/review2014.do>

About NCTQ

The National Council of Teacher Quality, comprising reform-minded Democrats, Republicans, and Independents, is a non-partisan research and policy group committed to restructuring the teaching profession based on the belief that all children deserve effective teachers. More information about NCTQ, including a list of the Board of Directors and Advisory Board, can be found on the NCTQ website, www.nctq.org.

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