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Contact
Eric Duncan
National Council on Teacher Quality
eduncan@nctq.org
(202) 393-0020 ext. 129

NEW JERSEY 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 17 traditional graduate programs and three alternative route programs based in New Jersey.

Teacher Prep Review results for New Jersey

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

- New Jersey Department of Education Alternate Route: Provisional Teacher Program (80th)
- Fairleigh Dickinson University - College at Florham (75th)
- Rutgers University - New Brunswick (29th)

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

- Newark-Montclair Urban Teacher Residency (87th)
- New Jersey Department of Education Alternate Route: Provisional Teacher Program (56th)
- William Paterson University of New Jersey (56th)
- Fairleigh Dickinson University - College at Florham (50th)
- Caldwell University (47th)

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

Key Findings for New Jersey

- Programs' preparation of **elementary teachers** is uneven.
 - One of the programs reviewed, **Fairleigh Dickinson University - College at Florham**, provides basic instruction in how to teach young children to read. In the national sample, 23 percent do so.
 - Only one of the eight 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.
 - While programs typically discount the importance of subject matter knowledge in science and social studies, four of the eight programs reviewed adequately screen elementary candidates for content knowledge in these subjects, compared to just 18 percent nationally.
- **High school teacher preparation** is mixed. Compared to other states, New Jersey is better in some ways and worse in others.
 - None of the 11 programs reviewed ensure that social studies teachers possess adequate content knowledge. Nationally, 39 percent of programs address the need for social studies teachers to know multiple subjects through adequate admissions screening or by requiring candidates to complete additional subject area coursework.
 - New Jersey effectively ensures adequate content knowledge for all science teachers through state policy limits science certifications to individual subjects such as biology, instead of allowing teachers to obtain a general certification that allows them to teach all sciences.
 - While all high school teachers should take a course in the best ways to teach their specific subject, 36 percent of programs in New Jersey 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 New Jersey 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: Of the 12 programs evaluated, only **Montclair State University** adequately verifies the competency of candidates (the national rate is 15 percent).

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 teacher.

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, New Jersey’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 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